

BOSTON COLLEGE GRADUATE CATALOG

1996•1997





BOSTON COLLEGE BULLETIN

GRADUATE CATALOG 1996-97

Boston College
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BOSTON COLLEGE BULLETIN

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The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in April, May, August, September; semi-monthly in July.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

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THE UNIVERSITY

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is listed regularly among the top 50 universities in the nation, in ratings compiled by publications such as *Barron's* and *US News & World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 8,894 full-time undergraduates and 4,559 graduate students, hailing from all 50 states and 91 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including on-line access to databases in business, economics, social sciences and law, and a library system with nearly 1.6 million books, periodicals and government documents, and nearly 2.5 million microform units.

Boston College awards bachelor's and graduate degrees in more than 20 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Wallace E. Carroll School of Management, founded in 1938; the School of Nursing, founded in 1947; and the School of Education, founded in 1952. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor from Boston College Law School, which is consistently ranked among the top 20 law schools in the United States.



ACCREDITATION OF THE UNIVERSITY

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities,

the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

ACADEMIC RESOURCES

Academic Development Center

The Academic Development Center (ADC) is designed to support and enhance all aspects of academic excellence in this community of scholars by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The ADC, which opened its doors in September 1991, is located on the second floor of O'Neill Library, in the Eileen M. and John M. Connors Learning Center.

The Academic Development Center is a comprehensive, inclusive resource serving all students at no charge. To address the needs of

the majority of BC students, the Center provides tutoring for more than 60 courses—in mathematics, physical and life sciences, management, social work, nursing, social sciences, history, philosophy, and in classical and foreign languages. The ADC also offers occasional workshops in study skills and learning strategies. In addition, graduate tutors in English help students strengthen their academic writing skills. These services are available throughout the regular academic year and during summer school. All ADC tutors have been recommended by their relevant academic departments; most are graduate students or outstanding upper-division students.

The ADC offers programs designed to challenge the most academically talented, highest achieving students, as well as programs designed to support those who are least prepared and most academically challenged. One member of ADC's full-time professional staff provides academic support services for students with learning disabilities, helping to ensure their success at Boston College.

Working closely with the Graduate School of Arts and Sciences, the ADC sponsors seminars, workshops, and discussions for graduate teaching assistants (TAs) and teaching fellows (TFs) on strategies for improving teaching effectiveness and student learning. Each fall, the ADC and GSA&S hold a two-day workshop to help TAs and TFs prepare for teaching. The Center also provides individual videotaping and consultation upon request.

The ADC provides similar instructional support services to BC's faculty. Through these and other related activities, the Academic Development Center plays an increasingly important role in enhancing the quality of academic life at Boston College. Call 617-552-8055 for further information.

Audiovisual Facilities

University Audiovisual Services (BCAV) provides programs to the Boston College academic community with a broad range of instructional media and material support services. These services include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording, editing, graphic, and photographic production. Several courses are taught in AV's television studio where students make major use of modern post-production editing equipment for their TV projects.

BCAV is also proud to herald the inauguration of its new Cable TV facilities which offer educational and commercial programming on its 52 cable TV channels to all student dormitories across campus. This free cable programming is offered through the efforts of *Project AGORA*.

Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to the 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Laboratory's audio, and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum re-

quirements in foreign language, literature, and music. The Language Laboratory Director and student laboratory assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The O'Neill Computing Facility (OCF) is the largest public computing facility on campus. It is open to anyone with a currently valid Boston College identification card. The OCF has more than 150 workstations available, providing access to a wide variety of hardware, software, and peripherals.

The OCF has software for many academic courses, as well as the word processing, spreadsheet, statistical analysis, programming languages, graphics production, and database management software supported at Boston College for each type of computer. Many professors allow electronic filing of class assignments or provide electronic information for students in folders that are accessible on a central file server. Paper output is available from laser printers.

Workstations can access EagleNet, Boston College's campus-wide information network that links the IBM mainframe, VAX cluster, UNIX workstations and more than 2,000 desktop computers on campus. EagleNet provides access to an ever-increasing variety of services including: course registration, grades, academic and financial aid information, electronic mail (e-mail), QUEST (Boston College's electronic Library catalog), indexes to periodicals, and electronic services of other affiliated libraries.

The Boston College InfoEagle is a rapidly expanding electronic source of campus information, with on-line listings of campus events, telephone numbers, want ads, research discussions and other information. The EagleNet is connected to the Internet, a world-wide computer network offering users a wide variety of interesting resources and research tools. Electronic mail accounts are available for students.

The OCF is staffed with professionals and students who provide assistance. Training tutorials and software documentation are available for use within the facility.

More specialized assistance is provided by the Help Center in Gasson Hall. It is open Monday through Friday from 9:00 a.m. to 5:00 p.m. on a walk-in, phone-in or electronic mail (e-mail) basis. The Help Center phone is 552-HELP, or e-mail to: Help_Center@hermes.bcvms.bc.edu.

The OCF and the Help Center are part of Boston College's Information Processing Support department, which is also staffed by consultants providing advanced computing and networking support.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 1.5 million volumes, and approximately 18,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing faculty and students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over twenty-eight million records from the Library of Congress and from more than 17,000 contributing institutions worldwide.

Boston College was among the first schools in the country to offer an on-line public computer catalog of its collections. The Libraries' Quest computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may browse the catalog using workstations in all the libraries, and from network connections in homes or offices. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the Quest library system.

Information about the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over one million book volumes, 9,500 active serials, 1,550,000 microforms and 146,500 government documents, as well as a growing audiovisual collection. The O'Neill Library is a leader in the use of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and nationally.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as four Macintosh workstations that may be reserved for use by students, undergraduates having first priority.

The School of Social Work Library, McGuinn Hall, contains a collection of over 35,000 volumes, 340 serials, government documents, social work theses, doctoral dissertations, and videotapes. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support the master's and doctoral programs offered at the Chestnut Hill campus, and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 300,000 volumes. The open stack collection includes pri-

mary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, and legal encyclopedias and reference works. Primarily Anglo-American in character, the collection also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW for the law school community. It also has an in-house network of CD-ROM databases.

The Bapst Library, a beautiful collegiate Gothic building that served as the main library for over 50 years, has been restored to its original splendor and now houses the resources for library research in art and art history at Boston College. A circulating collection of contemporary fiction and non-fiction can be found in Gargan Hall. Approximately five hundred seats are available including a Graduate Study Area.

The John J. Burns Library of Rare Books and Special Collections, located in the Bapst Library, north entrance, contains the University's special collections, including the University's Archives. The distinguished and varied collections of the Honorable John J. Burns Library speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is the home of more than one hundred thousand volumes, four million manuscripts, and important collections of architectural records, maps, art works, photographs, films, artifacts, and ephemerals. These materials are housed in the climate-controlled secure environment of Burns Library either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably in Irish studies, British Catholic authors, Jesuitana, fine print, Catholic liturgy and life in America, 1925-75, Boston history, Caribbeana, and Congressional archives. It has also won acclaim for significant holdings on nursing, detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking. Recently, Burns has established major collections in Balkan Studies, especially Romanian and Bulgarian Studies.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Educational Resource Center, located in Campion Hall, serves the School of Education's faculty and students. The collection includes children's books, curriculum and instructional materials, educational and psychological tests, and educationally oriented information technology.

THE CAMPUS

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative, and student service facilities are on the middle campus; and the lower campus includes the Robsham Theatre, the Conte Forum, modular and apartment residences as well as dining, recreational, and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract that also contains undergraduate classrooms, dormitories, athletic areas, and student service facilities.

POLICY OF NON-DISCRIMINATION

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, veteran status, or disability. The Director of Affirmative Action has been designated to coordinate the College's efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty, and all employees are welcome to raise questions regarding violation of this policy with Barbara Marshall, Office of Affirmative Action, More Hall 315, 617-552-2947. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Boston College has designated the Director of Affirmative Action as the person responsible for coordinating its efforts to comply with Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination against individuals with disabilities in employment) and Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

CONFIDENTIALITY OF STUDENT RECORDS

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics, and extracurricular programs. The University also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the

Buckley Amendment), a federal statute that requires that students be permitted to review records in their files and offers them the possibility of correcting errors that they may discover. Students or others seeking complete information regarding their specific rights and the responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures at 25 Lawrence Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term, home and electronic addresses, telephone number, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, school/college of enrollment, anticipated date of graduation, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting non-disclosure of directory information, which is available in the Registrar's Office. Electronic and print (*The Source*) access to selected directory information is available to members outside the Boston College community. A student who wishes to restrict display of this information can complete an electronic form available on the *U-View* menu. To suppress directory information from both print and electronic public directories, students must log into *U-View* and specify the items to be suppressed. All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

NATIONAL STUDENT LOAN CLEARINGHOUSE

Boston College is a member of the National Student Loan Clearinghouse. The National Student Loan Clearinghouse is responsible for the processing of Student Loan Deferment forms for Subsidized and Unsubsidized Stafford, SLS, PLUS, and Perkins loans.

Since the National Student Loan Clearinghouse is its legally designated agent, Boston College is precluded from completing any deferment forms for the loans listed above.

FULL-TIME ENROLLMENT STATUS

Graduate Arts and Sciences	7 or more credits
Graduate Nursing	9 or more credits
Graduate Education	9 or more credits
Carroll Graduate School of Management	12 or more credits
Graduate School of Social Work	12 or more credits
Law School	12 or more credits

All students are considered half-time with 6 credits.

The credit amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

Graduate students registered for less than a full time course load may be considered full time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are considered full time if they are enrolled in a full time Student Teaching Practica or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, or Doctoral Continuation are considered full time.

ENROLLMENT STATISTICS AND GRADUATION RATE

During the fall of 1995 Boston College enrolled 8,896 undergraduate day students, 1,240 College of Advancing Studies students and 4,559 graduate students. Of the undergraduate day students who enrolled at Boston College in the fall of 1989, 87% completed their bachelor's degree by the spring of 1995.

CAMPUS SAFETY AND SECURITY PROGRAM

In compliance with the Student Right-to-Know and Campus Security Act, Boston College publishes the *Campus Safety and Security Program*, an annual report containing the University's campus safety and security policies and crime statistics. Upon request, this report is available to any prospective student. It may be obtained, along with other information the University is required to make available under the Student Right-to-Know and Campus Security Act, from the Office of Undergraduate Admission at 617-552-3100 or by writing Boston College, Office of Undergraduate Admission, Devlin Hall 208, 140 Commonwealth Avenue, Chestnut Hill, MA 02167-3809.

TUITION AND FEES

Please see tuition and fees chart on page 7.

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing, and Social Work are billed on August 15 for the fall and December 15 for the spring. Payment is due on September 15 and January 15 respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

The tuition in the Law School is due semi-annually by August 15 and by December 15.

Visa and Mastercard are accepted for payment of tuition and fees. Please refer to the financial newsletter included in your semester billing for more information. Please note: If a student is entitled to a refund due to withdrawal or overpayment and their account was paid by a credit card, a credit to that card will be made in lieu of a refund check.

There is a \$100.00 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

MASSACHUSETTS MEDICAL INSURANCE

Commonwealth of Massachusetts Law has mandated that all students taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Determination of whether or not a student is required to enroll in the insurance program is based strictly on the actual number of credits for which the student is registered each semester. Graduate students in the Schools of Social Work and Management who register for 9 or more credits are considered 75 percent of full-time. Students in Graduate Arts and Sciences who register for 6 or more credits and students in the Graduate Schools of Nursing and Education who register for 7 or more credits are considered 75 percent of full-time. Boston College will offer these students the option of participating in the plan offered at the University or of submitting a waiver. The waiver must include specific insurance information on the comparable insurance plan covering the student. Waivers will be mailed to all students and are available upon request at the Student Account Office. The waiver must be returned by October 11, 1996, for the fall semester and by February 14, 1997, for spring semester. Students who do **not** submit a waiver by the due dates will be enrolled and billed for the BC plan.

Students registering for less than 75 percent of a full-time course load who wish to enroll in the insurance plan must be in a degree-granting program. Such students enroll directly with the insurance company using the part-time enrollment form available at the Boston College Health Services department in Cushing Hall or at Walter W. Sussenguth and Associates. The coverage becomes effective upon receipt of the application and payment by the insurer if received after the due dates above.

Note: For insurance purposes students registered for 0 credits (e.g., Doctoral Continuation, Interim Study) are considered part-time and must enroll directly with the insurance company.

CHECK CASHING

Students presenting a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday-Friday, 9:00 a.m.-4:00 p.m. There is a 50¢ service charge. Returned checks will be fined in the following manner:

- First three checks returned: \$15.00 per check
- All additional checks: \$25.00 per check
- Any check in excess of \$2,000.00: \$50.00 per check
- Check cashing privileges are revoked after the third returned check.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Graduate tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made *in writing* to the Dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

TUITION AND FEES FOR 1996-97 ACADEMIC YEAR**TUITION****Graduate Schools of Arts and Sciences, Education, and Nursing ****

Tuition per semester hour	\$566.00
Auditor's fee†—per semester hour	283.00

Carroll School of Management, Graduate Division**

Tuition per semester hour	646.00
Auditor's fee† —per semester hour	323.00

Graduate School of Social Work**

Tuition (full-time)	16,740.00
Tuition per semester hour, M.S.W.	456.00
Tuition per semester hour, D.S.W.	524.00

Law School**

Tuition	21,230.00
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**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

†Audits are considered fees and are **not** refundable. Students changing from credit to audit receive no refund.

GRADUATE GENERAL FEES***• Acceptance Deposit**

Graduate Education	200.00
Grad SOM—part-time	200.00
Grad SOM—full-time	400.00
Law School†	200.00
Social Work	200.00

†Initial deposit due by April 15 with an additional \$400.00 due by June 1.

• Activity fee—per semester†

7 credits or more per semester	25.00
Fewer than 7 credits per semester	15.00

• Application fee (non-refundable)

Grad A&S, Education, Social Work, Nursing	40.00
Grad SOM	45.00
Law School	50.00

• **Doctoral Comprehensive fee** (per semester for GA&S, GSON & GSOE) 566.00

• **Doctoral Comprehensive fee** (per semester for GSOM) 646.00

• **Doctoral Comprehensive fee** (per semester for GSSW) 524.00

• **Continuation fee** (per semester—Ph.D. or D.Ed. Cand. for GA&S, GSON and GSOE) .. 566.00

• **Continuation fee** (per semester for GSOM) 646.00

• **Continuation fee** (per semester for GSSW) 524.00

• **Master's Thesis Direction** (per semester for GA&S, GSON and GSOE). 566.00

• **Interim Study** 28.00

• **Laboratory fee** (per semester) 120.00–430.00

• **Late Payment fee** 100.00

• **Late Registration fee** 45.00

• **Mass. Medical Insurance** (per year) 455.00
(190.00 first semester; 265.00 second semester)

• Microfilm and Binding

Doctoral dissertation 90.00

Master's thesis 70.00

Copyright fee (optional) 35.00

• **Nursing Laboratory fee** 160.00

• **Registration fee** (per semester, non-refundable) 15.00

• **Student Identification Card** (mandatory for all new students) 15.00

*Fees are proposed and subject to change.

†Students who are in off-campus satellite programs or out-of-state teaching practice are exempt from the activity fee.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

FINANCIAL AID PROGRAMS

UNIVERSITY FELLOWSHIPS AND ACADEMIC GRANTS

- **Eligible:** Graduate students enrolled in a degree program.
- **Funding source:** Boston College funds; awarded by academic department.
- **Description:** See Financial Aid "Academic Grants," in the Graduate Arts and Science sections of this Catalog.

FEDERAL PERKINS LOAN* (FORMERLY NATIONAL DIRECT STUDENT LOAN)

- **Eligible:** Graduate students enrolled at least half-time in a degree program.**
- **Funding source:** Federal funds and collections from previous borrowers; awarded by the Boston College Financial Aid Office.
- **Description:** Interest free while in school. Repayment at 5% begins nine months after leaving school.

FEDERAL COLLEGE WORK-STUDY PROGRAM (CWSP)*

- **Eligible:** Students enrolled at least half-time in a degree program.**
- **Funding source:** Federally-funded; awarded by the Boston College Financial Aid Office.
- **Description:** An employment program that provides on and off campus employment opportunities. Both summer and academic year jobs are available to qualifying students.

FEDERAL STAFFORD LOAN (SUBSIDIZED AND UNSUBSIDIZED)*

- **Eligible:** Students enrolled on at least a half-time basis.**
- **Description:** A federally guaranteed loan program. Students may be eligible to borrow up to \$18,500 in a combination of subsidized and unsubsidized loans. The subsidized portion of the loan cannot exceed \$8,500. Repayment begins 6 months after leaving school. Contact the Financial Aid Office for interest rate information.

GRADUATE EDUCATION LOAN

- **Eligible:** Students enrolled at least half-time in a degree program.**
- **Funding source:** Boston College and Massachusetts Educational Financing Authority.
- **Description:** Up to 100% of total educational cost. Principal and interest can be deferred. You must have good credit to receive this loan, and a coapplicant is required.

ALTERNATIVE FINANCING PROGRAMS

- **Eligible:** Students and their families.
- **Funding source:** Commercial lenders (banks, credit unions, savings and loan associations).
- **Description:** There are a number of alternative financing programs available. You must have good credit in order to receive these loans. Students and their families should contact the Boston College Financial Aid Office for additional information.

*Complete Boston College Financial Aid Application required.

**Half time equals at least 6 credits per semester.

• The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Refund Schedule (Excluding Law)

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

by Sept. 9, 1996: 100% of tuition charged is cancelled
by Sept. 13, 1996: 80% of tuition charged is cancelled
by Sept. 20, 1996: 60% of tuition charged is cancelled
by Sept. 27, 1996: 40% of tuition charged is cancelled
by Oct. 4, 1996: 20% of tuition charged is cancelled

Second Semester

by Jan. 17, 1997: 100% of tuition charged is cancelled
by Jan. 24, 1997: 80% of tuition charged is cancelled

by Jan. 31, 1997: 60% of tuition charged is cancelled

by Feb. 7, 1997: 40% of tuition charged is cancelled

by Feb. 14, 1997: 20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

Refund Schedule for Law Students

Law students are subject to the refund schedule outlined below.

First Semester

by August 23, 1996: 100% of tuition charged is cancelled
by Sept. 6, 1996: 80% of tuition charged is cancelled
by Sept. 13, 1996: 60% of tuition charged is cancelled
by Sept. 20, 1996: 40% of tuition charged is cancelled
by Sept. 27, 1996: 20% of tuition charged is cancelled

Second Semester

by Jan. 3, 1997: 100% of tuition charged is cancelled

by Jan. 17, 1997: 80% of tuition charged is cancelled

by Jan. 24, 1997: 60% of tuition charged is cancelled

by Jan. 31, 1997: 40% of tuition charged is cancelled

by Feb. 7, 1997: 20% of tuition charged is cancelled

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Student Account Office issue a refund.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. Graduate students may apply for financial assistance from the University Financial Aid Office and the academic department to which they are applying.

The Financial Aid Office administers federal financial aid programs that include Federal Stafford Loans (formerly Guaranteed Student Loan), Federal Perkins Loans, and Federal College Work-Study. Students who wish to be considered for financial aid from one or more of these sources, must complete and file the following documents:

- The Boston College Graduate Financial Aid Application
- The Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid
- A signed copy of the student's most recent federal tax return

Students in the Graduate School of Arts and Sciences should reference their section of this Catalog for more information about departmental financial aid.

Need is defined as the difference between the total education-related expenses of attending Boston College and the calculated ability of the student to contribute toward these expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus they tend to receive larger financial aid

awards. The University's estimate of a student's financial need is based on an analysis of the information supplied on the FAFSA, the Boston College Graduate Financial Aid Application, and the tax return. A financial aid award or package will combine funds from various sources of assistance. These sources may include institutional, federal or state funds and can be in the form of grant, loan or work. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. The student is primarily responsible for paying college expenses. All students are expected to borrow a Federal Stafford Loan to the maximum eligibility as determined by the Financial Aid Office. Students are also expected to work on a limited basis (10-20 hours per week) during the academic year. Additionally, it is assumed that each student will work during the summer months and save toward educational expenses.

All financial resources are limited. Boston College uses these limited resources in such a way that the greatest number of students will benefit. Therefore, total financial assistance received by a student cannot exceed total need. In the event that a student receives other, outside assistance after Boston College has awarded aid, the student is required to report this assistance to the Financial Aid Office. The University may be required to adjust the offered aid. It is Boston College's policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first to reduce unmet financial need, and second to reduce the self-help component (loan or work) of a financial aid award.

It is the responsibility of students to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of an award program are not met. Students receiving a Federal Perkins Loan (formerly National Direct Student Loan) are expected to accept responsibility for the promissory note and all other agreements that they are required to sign. Students must comply with all Federal College Work-Study dates and deadlines. A student's work-study award may be cancelled if he or she has failed to secure a job and return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student's status (full-time, half-time) has not changed. Any change in the student's status must be reported to the Financial Aid Office, as it can affect the financial aid award. In addition, all financial aid applicants must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to re-establish his or her status and eligibility to receive financial aid.

To find specific information on the various programs, conditions and procedures, and the financial aid deadline dates, please refer to the Boston College Graduate Financial Aid Application, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Book-

let. Students are expected to be familiar with the contents of these publications as well as all other materials or documents that may be distributed by the Boston College Financial Aid Office.

Financial aid recipients have the right to appeal their financial aid award. Before making an appeal, however, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor.

When applying for financial aid, the student has the right to ask:

- what the cost of attendance is and the school policy on refunds for students who withdraw
- what financial assistance is available, including information on all federal, state, local, private and institutional financial aid programs
- what the procedures and deadlines are for submitting applications for each available financial aid program
- what criteria the institution uses to select financial aid recipients
- how the institution determines financial need.

This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.

- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an explanation of the amount and type of aid in their financial aid award package. Students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must begin, and any cancellation and deferment provisions that apply. Students, offered a work-study job, have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional documentation, verification, corrections, and/or information requested by either the Financial Aid Office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a Federal College Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- notify the lender of a loan (i.e., Federal Stafford Loan) of any changes in name, address or school status.

STUDENT SERVICES

AHANA Student Programs

(African-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College especially those identified as being at an academic disadvantage. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire University community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity that complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition in 33 varsity sports for men and women.

Career Center

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations, as well as to alumni.

The Center's Career Resource Library contains books, files, and videotapes, as well as an easy-to-use computerized career guidance system that provides interest and skills assessment, as well as descriptive information about more than 400 careers.

The Career Information Network, composed of more than 2,000 alumni volunteers who host students in their workplaces, provides an opportunity to hear on-the-job realities from a variety of career fields.

Students wishing to integrate course work with practical work experience can participate in the Boston College Internship Program, located in the basement of the Center.

For the job hunter, the Career Center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies, an on-campus recruiting program, current job listings and a credentials service.

Graduate students are encouraged to visit the Career Center at 38 Commonwealth Avenue, where they can pick up the Center's monthly Calendar of Events. The Career Center is open on Monday evenings until 7:30 p.m. during the academic year for the convenience of graduate students and alumni.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in person-

ally relevant ways. In addition, it works to foster justice by developing social awareness and by building a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, 617-552-3475.

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, the Undergraduate Government of Boston College, the Graduate Student Association, alcohol and drug education, off-campus and commuting student affairs, and international student services. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, and the judicial process.

Dining Services

The University offers a varied and nutritionally balanced menu in five dining areas: McElroy Commons, Eagles Nest, and Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, and a new facility on Lower Campus. In addition students can use their Meal Plan in The Club, the Cafe, and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Comm. Ave., Greycliff, Vanderslice Hall, and 90 St. Thomas More Drive. The cost of the full Meal Plan for 1996-97 is \$1,665.00 per semester or \$3,300.00 per year.

Optional meal plans are available to all other students living in on/off campus apartments, and to commuters. A one hundred dollar minimum deposit is required.

Further information can be obtained by contacting the University Meal Plan Office, 617-552-3533, Lyons Hall 1B. A dietitian is available to those students with special dietary needs or restrictions, by calling 617-552-3178.

Disabled Student Services

Disabled students applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admission Office of the School to which they are applying. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding services for students with physical disabilities contact John Hennessy, Coordinator of Disabled Student Services, Gasson Hall 108, 617-552-3310. For more information regarding services for students with learning disabilities contact Dr. Kathleen Duggan, Coordinator of Academic Support Services for Learning Disabled Students, Academic Development Center, O'Neill Library, 617-552-8055.

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves students in the Graduate Schools of Arts and Sciences, Education, Nursing, Social Work, and the Carroll Graduate School of Management.

Currently, nearly 4,500 full and part-time and special students are enrolled in these programs.

The GSA exists to provide academic support to students in the form of conference grants and special group funding to host social, cultural and academic programs for graduates, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University community. The GSA nominates graduate students to serve on a variety of committees, including the University Academic Council, the University Committee on Alcohol and Drug Abuse, the Graduate Educational Policy Committee and the new student center committee.

The GSA is funded by the activities fee charged to every graduate student and is governed by the GSA Council, composed of student representation from each academic department. The council and staff work together to strengthen the collective voice of graduate students. The GSA publishes a monthly newsletter, called *The Bulletin*, which is mailed to all graduate students. It also publishes an annual *Graduate Students Achievement Profile*, listing all graduate students who have published or presented papers, won awards or otherwise been acknowledged for their work.

The GSA has its offices in Hovey House, located at 258 Hammond Street across Beacon Street from McElroy Commons. A Graduate Student Lounge, with a pool table, television, VCR, and dart board, is also there. All graduate students are welcome to attend the GSA's meetings and contribute to enriching the B.C. graduate community. The GSA's telephone numbers are as follows: 617-552-8706 (GSA Office), 617-552-2951 (Director), 617-552-2946 (Assistant Director), 617-552-3504 (Programs), and 617-552-2193 (Communications).

Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Graduate students may receive on-campus medical care by signing up at the University Health Services Office in Cushing Hall, Room 119. The Health/Infirmary Fee will then be charged to their account. Care for graduate students is also available on a fee for service basis with each visit charged to the student's account.

The services include a walk-in clinic as well as medical, surgical, gynecological, orthopedic, nutrition, wart, physical therapy, allergy and immunization clinics. The In-Patient Infirmary is open 24 hours a day when school is in session.

The Health/Infirmary Fee for medical care on campus is not a substitute for a health insurance policy. Massachusetts law requires that all university students registered for 75 percent of a full-time course load be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. (See Massachusetts Medical Insurance, p. 7.) Insurance information

is available at University Health Services Office, Cushing Hall, Room 119.

Immunization

Commonwealth of Massachusetts Law requires all full-time graduate students to show evidence of satisfactory immunization against measles (2 doses), mumps, rubella, tetanus, and diphtheria. Students who fail to provide adequate documentation of immunization will not be permitted to register and attend classes. The only exceptions permitted are when immunizations conflict with personal religious belief or when a physician documents that immunizations should not be given due to pre-existing medical problems or a blood test documents immunity.

University Counseling Services (UCS)

UCS provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact a counselor in any one of the Counseling offices on campus (Gasson 108, 617-552-3310; Campion 301, 617-552-4210; Fulton 254, 617-552-3927).

ACADEMIC REGULATIONS

Note: In addition to being familiar with the Academic Regulations listed below, students are expected to know the Academic Regulations of their school as printed on subsequent pages of this Catalog, or in the appropriate individual school's bulletin.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Graduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

Grading

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, or F. In addition, students in the Law School may receive grades of C+, C-, and D. The high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory. For Law School students, the grades of C- and D may be awarded for work that is passing but unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. *Note:* Students should consult the Academic Regulations section of their own school, or the appropriate Bulletin, for academic standards that apply to their individual degree programs. A Pass/Fail option is available for a limited number of courses, as stipulated by the School. Field Instruction in the Graduate School of Social Work, for example, is graded on a Pass/Fail basis.

Incompletes and Deferred Grades

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of I for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the appropriate Dean for an exception. The Graduate School of Social Work requires that any faculty member asked, and agreeing, to extend an Incomplete for more than 30 days after the original exam/paper deadline, submit a designated explanatory form to the office of the Dean. A Graduate School of Social Work student who fails to remove an I within the 30 days, or to secure the extension form from the respective faculty member, will receive an F for the course. A Law School student who fails to remove an Incomplete for any course prior to graduation will receive an F for the course.

A J grade is recorded when the grade is deferred.

Graduation

The University awards degrees in May, September, and December of each year, although commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date.

In order to ensure timely clearance students should sign up for graduation in the Registrar's Office by the deadline published in the Academic Calendar. University policy states that degree candidates must be registered in the semester in which they graduate.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. For students in the Law School and the Graduate Schools of Management, Education, Nursing and Social Work, the transcript includes the final cumulative average; no cumulative average is presently maintained for students in Graduate Arts and Sciences. *Note:* Students in Education and Nursing who entered their degree program prior to June 1994 will not have a cumulative average maintained.

Transcript requests must be submitted in writing to: **Transcript Requests**, Office of the Registrar, Lyons Hall 113, Boston College, Chestnut Hill, MA 02167.

Usually requests are processed within 72 hours of receipt. University policy prohibits the issuance of partial transcripts.

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

Student Absences for Religious Reasons

Any student who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement that may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

Registration

All graduate students register for courses on-line using either *U-View Plus* on a computer or *U-Dial* on a touch tone telephone.

New students will be mailed registration materials. Continuing students may pick up registration materials in the foyer of Lyons Hall approximately one week before the beginning of registration. Out-of-state students will be mailed their registration materials.

Withdrawal from a Course

To withdraw from a course after the registration period, graduate students should go to the Office of the Associate Dean for their school.

After the registration period but before the last three weeks of class, official withdrawal from a course will be recorded by W in the grade column of the permanent record. No student will be permitted to withdraw from a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period will receive a final grade in the course.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in their Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence

All degree candidates must register each semester until the degree is completed. Degree candidates not wishing to register or who want a leave of absence for a given semester must file the *Leave of Absence Form* with their Dean's Office.

To assure re-enrollment for a particular semester following a leave of absence, students must notify their Dean's Office at least six weeks in advance of the start of the registration period.

Readmission

Students who desire readmission will initiate the process in their respective Dean's offices. Applications for readmission should be made at least six weeks before the start of the next registration period.

The appropriate Dean's Office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University. *Note:* Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least *one semester* before their intended return to insure appropriate class and field placement.

SPECIAL PROGRAMS

Cross-Registration Program

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis University, or Tufts University. Students in the Carroll Graduate School of Management may not take courses at Brandeis University. Usually students cross-register for one course a semester but may, with their advisor's permission, cross-register for additional courses. Students should be aware that the number of courses for which they may register is at the discretion of the host institution. Students should pick up the *Cross-Registration Petition* in the Registrar's Office, Lyons 112. Tuition payments for cross-registration are made to Boston College. For further information please contact the Boston College Registrar's Office, 617-552-3300.

Boston Theological Institute

Students who want to cross-register through the Boston Theological Institute (BTI) should pick up a Cross-Registration Petition in the Theology Department (Carney 418) and return it with the appropriate authorization to the Registrar's Office at Boston College. Tuition payments for BTI are made to Boston College.

International Programs

Boston College offers study and research opportunities for students in each of the graduate schools through programs in England, France, Germany, Ireland, Japan, the Netherlands and Scotland.

Australia

Monash University, Melbourne

Students are completely integrated into the Australian university system at Monash, the 1994 Australian University of the Year. Monash has an excellent overall curriculum with particular strengths in the sciences and management. Semester or full year.

• Contact: Kenneth Schwartz (CSOM Accounting)

University of Melbourne, Melbourne

The University of Melbourne is one of Australia's top-ranked research universities and offers excellent programs in arts and sciences, and management based on the lecture/tutorial system. Boston College has special arrangements with two residential colleges, Newman College (Jesuit) and St. Mary Hall (Catholic). Semester or full year.

• Contact: Kenneth Schwartz (CSOM Accounting)

Cuba/China**Cuba/China: Comparative Social Policy Analysis (SW 813)**

This three-credit course offers students in the Graduate School of Social Work an integrative cross-cultural exploration of national social policy issues on market and non-market social policy. The course includes a field experience of 15 days in Cuba (Havana, Matanzas, Hibacoa, Santiago, and Varadero), or three weeks in the People's Republic of China (Shanghai, Beijing, Turpan, Kashgar, Urmqui, the Takamakan Desert, Lanzhou, Kunming, Xiang, Dunhuang, Chengdu).

• Contact: Demetrius Iatridis, Graduate School of Social Work

Denmark**Copenhagen Business School, Copenhagen**

CGSOM students may pursue management studies in English at Denmark's premier Business School. Semester or full year.

• Contacts: Louise Lonabocker (Registrar), Associate Dean Richard Keeley (CSOM)

University of Copenhagen, Copenhagen

This university offers students the opportunity to study in English a wide-range of subjects with particular strengths in political science and European studies. Semester or full year.

• Contacts: Louise Lonabocker (Registrar), Donald Hafner (Political Science), Paul Schervish (Sociology)

Ecuador**Universidad San Francisco de Quito (USFQ)**

USFQ offers broad curriculum opportunities across the disciplines for Spanish-speakers. Of special interest are courses in environmental studies, Latin American studies, and management. Semester or full year.

• Contact: J. Enrique Ojeda, (Romance Languages and Literatures)

France**Paris Critical Studies Program, Paris**

Boston College students take courses in literature, cultural theory, communications, cinema, theatre, and philosophy. This program is organized by the Council on International Education Exchange. Semester or full year.

• Contact: Ourida Mostefai (Romance Languages and Literatures)

University of Paris, Paris

The program at the University of Paris gives students the opportunity to participate in a course of study in French literature, culture and cinema.

• Contact: Ourida Mostefai, Romance Languages and Literatures

Paris: Ecole Normale Supérieure

The Department of Romance Languages and Literatures maintains a one-year exchange program with the Ecole Normale Supérieure in Paris. A graduate student in French goes to Paris and a student from the Ecole Normale comes to Boston. The student from Boston College serves as an assistant at a high school in the greater Parisian area and may audit at no cost any courses given at the ENS. The student from the ENS serves as a part-time lecturer at Boston College, teaching a minimum of five courses over two se-

mesters, and may also audit any Boston College course with the permission of the professor.

• Contact: Professor Ourida Mostefai, Romance Languages and Literatures.

University of Strasbourg, Strasbourg

Students with solid French language skills may study political science, history, economics, or management at the University of Strasbourg. Full year. (Semester option possible for management studies.)

• Contacts: Donald Hafner (Political Science), Safizadeh Hossein (CSOM)

ESC Exchange

Semester or full year programs in management for M.B.A. students in Bordeaux, Brest, and Clermont-Ferrand.

Germany**Eichstätt University, Eichstätt**

Semester or full-year program with special emphasis on Germanic studies.

• Contacts: John Heineman (History), Michael Resler (Germanic Studies)

Technical University of Dresden, Dresden

Founded in 1828, this "technical university" is energetically developing its humanities divisions. Dresden Technistat Universität offers courses in Germanic and European studies and a program in the sciences. Dresden, the capital of Saxony in the former GDR, has a distinguished cultural and intellectual history.

• Contact: Michael Resler, (Germanic Studies)

Great Britain**King's College, London**

Students interested in pursuing studies in the humanities may enroll at King's College, University of London. Semester or full year.

• Contacts: James Cronin (History), Robert Woolf (Biology)

London School of Economics and Political Science (LSE), London

LSE is an internationally recognized institution, famed for its curriculum in finance, accounting, economics, politics, history, and sociology. Semester and full year.

• Contacts: Donald Hafner (Political Science), Richard Keeley (CSOM), David McKenna (CSOM Honors Program)

Lancaster University, Lancaster

Students may take a wide range of subjects at this English university. Of particular interest are courses in the sciences and in management. Semester or full year.

• Contacts: James Ringuest (CSOM), Joseph Raelin (CSOM)

University of Glasgow, Scotland

Semester or full year program in business, nursing, humanities, social sciences, fine arts, law and finance. Glasgow, the former "Second City of the British Empire," was named "cultural center of Europe" in 1990.

• Contacts: Kristin Morrison (English), Jeff Cohen (CSOM)

Hong Kong**Hong Kong University of Science and Technology**

CSOM students take courses in business management and the science in English at Asia's foremost business school. Semester or full year.

• Contact: Sheridan Titman (Finance)

Ireland**University College Cork (UCC), Cork**

UCC, located in Ireland's "capital of the South," offers an excellent program in Irish Studies as well as a wide selection of courses in management and the humanities. Semester or full year.

• Contacts: Adele Dalsimer, (English), Kevin O'Neill (History)

University College Galway (UCG), Galway

This program, with its strength particularly in Irish Language Studies and Irish Studies, offers both a fall-semester senior program and a semester/full-year program for juniors in any of the disciplines offered at UCG. Semester or full year.

• Contacts: Philip O'Leary (English), Kevin O'Neill (History)

Trinity College Dublin, Dublin

Students take courses from a wide range of disciplines in management and the humanities. Trinity College is one of Europe's oldest and most respected academic institutions. Full year.

• Kristin Morrison (English)

University College Dublin, Dublin

Semester or full year program for M.B.A.s in marketing, financial services, organizational studies, and finance.

• Contact: Marian St. Onge, Office of International Program

Magee College, University of Ulster, Londonderry, Northern Ireland

Boston College students live and study at Magee College in Londonderry (Northern Ireland) and take courses in history, political science and management. The university is particularly well known for its program in Peace and Conflict studies. Semester or full year.

• Contacts: Donald Hafner (Political Science), Robert Savage (History)

Italy**University of Parma, Parma**

Students with intermediate Italian skills are integrated into the Italian classroom and take intensive language classes. This program is of particular interest to students majoring in Italian, history, fine arts, and management. Spring semester or full year.

• Contact: Brian O'Connor (Romance Languages and Literatures)

Japan**Sophia University, Tokyo**

Students may attend Sophia University, Tokyo for a semester or full year. Courses include Japanese language and history, and the political, economic and cultural systems of Japan.

• Contact: Margaret Thomas (Slavic and Eastern Languages)

Korea**Sogang University Seoul Exchange, Korea**

This Jesuit university in Seoul, Korea offers courses for speakers of Korean, and includes intensive Korean language courses. Semester or full year.

- Contact: Ramsay Liem (Psychology), Ted Youn (SOE)

Mexico**Iberoamericana University, Mexico City**

Boston College students may select courses from across the disciplines at this distinguished Jesuit university located in Mexico City. Course work is done in Spanish and may be supplemented with intensive Spanish language courses. Semester or full year.

- Contact: Harry Rosser (Romance Languages and Literatures)

The Netherlands**University of Amsterdam, Amsterdam**

The University of Amsterdam, the largest university in the Netherlands, offers liberal arts and professional courses, taught in English, that span many disciplines. Amsterdam is a very European city where English is widely spoken.

- Contact: Marian St. Onge, Office of International Programs.

New Zealand**University of Otago, Dunedin, New Zealand**

M.B.A. students' program emphasizing collaboration, communication, and peer management processes.

- Contact: Lou Goldberg, Carroll Graduate School of Management.

Poland**Jagiellonian University, Krakow**

This program allows students to participate in both discipline and interdisciplinary-based studies at this distinguished European university, founded in 1364. Semester or full year.

- Contacts: Mark O'Connor (A&S Honors Program), Rena Lamparska (Romance Languages and Literatures).

Russia**Russian Academy of Science, St. Petersburg**

Students with Russian language proficiency interested in Russian literature, political science, history, sociology, and culture study at the Russian Academy of Sciences in St. Petersburg. Semester or full year.

- Contact: M.J. Connolly (Slavic and Eastern Languages)

Spain**Madrid: ICADE Business School of the University of Comillas in Madrid**

The Carroll School of Management maintains an international student exchange program with the ICADE Business School of the University of Comillas, in Madrid, Spain. M.B.A. students selected to participate in the program spend the fall semester of their second year at the Madrid campus. They may also spend the preceding summer in Spain in an intensive language instruction program.

- Contact: Dean John Neuhauser, Carroll Graduate School of Management.

Universidad Autonoma de Madrid, Madrid

Students may select courses from across the disciplines, including intensive language courses for foreign students, at this major Spanish university. Semester or full year.

- Contact: Elizabeth Rhodes (Romance Languages and Literatures)

Universidad Pompeu Fabra, Barcelona

Students may take courses in Spanish or Catalan at this new Spanish university. Fields of particular interest include the humanities, economics, journalism, law, political science, and translation. Semester or full year.

- Contacts: James Anderson (Economics), Elizabeth Rhodes (Romance Languages and Literatures)

Summer Programs**Australia****Boston-Melbourne Business Internship Exchange**

This exchange involves five students each from Boston College and from Monash University in Melbourne. Each student works for six weeks in the host city. Academic credit is possible for students who pursue approved summer research projects.

- Contact: Marian St. Onge, Office of International Programs.

Belgium**Louvain: European Experience-CSOM Graduate School**

The Carroll Graduate School of Management and the departments of Economics, History and Political Science offer a three-week summer program in association with the Irish Institute for European Affairs in Louvain (Leuven), Belgium. There is a travel component consisting of corporate visits in Milan, Italy and Sophia-Antipolis, France.

Students pay tuition and expenses to Boston College prior to departure in May.

- Contacts: Katherine Hastings, (AVP), David Deese, (Political Science)

Caribbean Islands**Caribbean Studies**

One-month Black Studies summer program in Barbados, Trinidad and Tobago. Undergraduate and Graduate.

China**Boston-Hangzhou Internship Exchange**

This internship involves three students each from Boston College and from Hangzhou. Each student works for six weeks in the host city. Academic credit is available to students pursuing pre-approved summer research projects.

- Contact: Marian St. Onge, Office of International Programs.

France**Boston-Strasbourg Internship Exchange**

This exchange involves ten students each from Boston College and from the Business School of the University of Strasbourg. Each student works for six weeks in the host city. Academic credit is available to students pursuing pre-approved summer research projects.

- Contact: Marian St. Onge, Office of International Programs.

Ireland**Abbey Theatre Program**

This three-week workshop focuses on management, acting, directing, production, the history of the Irish theatre, and the staging of an Irish play.

- Contact: Philip O'Leary (English)

Ireland Today

This three-week field study in Northern Ireland is run in collaboration with the University of Ulster's Magee College. Students earn three credits for participation in a series of seminars, workshops, and field excursions and the completion of an independent research project.

- Contact: Rob Savage (History)

Northern Ireland Program

Three-week summer program at the U.N. Center for Peace and Conflict Studies.

- Contact: Marian St. Onge, Office of International Programs.

OTHER OPPORTUNITIES**M.B.A. International Summer Experience**

International program for M.B.A. students.

SUMMER SESSION

With its wide range of accredited courses and special programs, Boston College Summer Session answers the educational needs of a broad spectrum of students—those already in degree programs at Boston College and at other institutions, and academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The summer program takes place within two six-week periods beginning in early May. Credits earned per course are equivalent to one semester of the regular academic year.

Graduate level summer programs are administered by the respective graduate schools. Anyone not currently enrolled as a Boston College graduate degree student or as a special student must apply for admission and be accepted before they will be able to register.

Registration for undergraduate courses is conducted in the Summer Session Office, McGuinn 100.

COURSE NUMBERS AND CODES

The alphabetic prefix of each course indicates the department or program offering the course.

(F: 3) or (S: 3)—Designates a 3-credit course that will be offered either in the fall or in the spring.

(F, S: 3)—Designates one course that will be offered in the fall and in the spring, but may be taken only once for 3 credits.

(F: 3-S: 3)—Designates a two-semester course that can be taken both semesters for a total of 6 credits.

Courses without semester designation will not be offered in 1996-97 but are taught on a regular basis by the department.

GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), Master of Science (M.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English. The Graduate School also may admit as Special Students those not seeking a degree who are interested in pursuing course work for personal enrichment.



GENERAL INFORMATION

The Graduate Admissions Office, McGuinn Hall 221, is open from 8:45 A.M. to 4:45 P.M., Monday through Friday, to assist persons making preliminary inquiries. Application materials for U.S. citizens or for those who have official permanent U.S. resident status are included in the *Graduate School Bulletin*. The *Bulletin* may be obtained either from the department in which students hope to study or from the Graduate Admissions Office. All non-U.S. citizens should obtain their application materials from the Graduate Admissions Office as additional documents are required of them and additional information is provided for them.

The *Schedule of Courses* is published by the University Registrar prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

MASTER'S DEGREE PROGRAMS

Requirements for Degrees of Master of Arts and Master of Science

Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but, with the approval of his or her major department, a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit."

Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. Consult the section for each department for language requirements.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or Graduate Program Director. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally, within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration and the activity fee are charged during this period. No credit is granted.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is required for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Interim Study 888, a non-credit course, each semester until the thesis is completed. A Graduation Form should be filed with the Registrar in accordance with the dates indicated in the academic calendar. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Graduate School Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College but the University does not limit the author's right to publish results.

Time Limit

The student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and of the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not normally granted for more than 2 semesters at a time. Students submit the *Leave of Absence Form* to the Dean's Office.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must apply for readmission in the Dean's Office at least 6 weeks prior to the registration period for the semester in which they expect to reenroll.

SPECIAL PROGRAMS

- Master of Arts in Biblical Studies: See department of Theology.
- Master of Arts in Irish Studies: See department of English.
- Master of Arts in Medieval Studies: See department of History.
- Master of Arts in Slavic Studies: See department of Slavic and Eastern Languages.
- Certificate of Advanced Graduate Studies (C.A.G.S.): See department of English.

The five-year time limit for completing a Master's Degree also applies to the C.A.G.S. program.

DOCTORAL DEGREE PROGRAMS

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found in this Catalog under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a

full-time student at the University, is required. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Preparing for Comprehensives

Students frequently spend one or two semesters preparing for comprehensive examinations following the completion of their course requirements. During this interim, students should register for Doctoral Comprehensives 998. No credit is granted.

Comprehensive Examinations

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Generally, within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation that embodies original and independent research and that demonstrates advanced scholarly achievement. The subject of the dissertation must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments, and of the Graduate School of Arts and Sciences.

Acceptance of the Dissertation

As soon as possible after a student's admission to candidacy, a dissertation committee will be appointed by the Dean to judge the substantial merit of the dissertation. The dissertation committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The dissertation shall be defended by the candidate in a public oral examination.

Official approval of the dissertation by the dissertation committee is required. Committee

members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Graduate School of Arts and Sciences Office. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Dissertation Publication

Doctoral candidates should report to the Graduate School Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the Doctoral degree must be completed within *eight consecutive years* from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

INTERDISCIPLINARY DOCTORAL PROGRAM

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

SPECIAL STUDENTS (NON-DEGREE)

Students not seeking a degree, but who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter a department of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate Department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director. While required, gaining such permission is not considered to be the same as an original application for

admission; consequently, a second application fee is not required.

ADMISSION

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous Master's/Bachelor's degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Bulletin*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, etc., consult the requirements of the Department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for special student status should consult the *Graduate Arts and Sciences Bulletin* regarding required application documents. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.*

Degree and special students are not admitted officially until the completed Application Form with a positive Department recommendation has been approved by the Director of Graduate Admissions. Admission should not be presumed without receipt of official notification from the Director.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental Master's, C.A.G.S., and doctoral programs.

For the necessary Application Forms and information, Domestic Students (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest or to the Graduate Admissions Office.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School of Arts and Sciences, Admissions Office, McGuinn Hall 221.

If one's department of interest has requirements involving the Graduate Record Examination (GRE), information regarding these tests may be obtained from The Center for the Study of Testing, Evaluation and Educational Policy, Boston College, Chestnut Hill, Massachusetts 02167.

Information on the GRE tests also may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or Educational Testing Service, 1947 Center Street, Berkeley, California 94794.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the Graduate Admissions Office, McGuinn Hall 221.

Applicants are urged to use the Application Acknowledgment post card included in the Graduate School *Bulletin* to ensure the completeness of their application and to contact the department in which they plan to study or the Graduate School Admissions Office if they require additional information.

Foreign Students (Non-U.S. citizens who are not permanent residents of U.S.)

Foreign students seeking admission should write to the Boston College Graduate School of Arts and Sciences requesting the International Student Application Forms.

Foreign students should send all their completed application materials to Graduate School of Arts and Sciences, Graduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167, U.S.A.

They should **not** send these materials directly to the department or program concerned since this will only delay the processing of their applications.

All foreign student applicants for whom English is not the first language should plan to take the TOEFL (Test of English as a Foreign Language) Examination, and indicate that their score be forwarded to the Graduate School by the Educational Testing Service. Ordinarily, a minimum score of 550 on this examination is expected by the Graduate School for admission. Individual departments may require a higher score. Informa-

GRADUATE SCHOOL PROGRAMS AND DEGREES

DEPARTMENT OF INSTRUCTION

	PH.D	M.A.	M.A.T.	M.S.	M.S.T.	C.A.G.S.
Biology	✓			✓	✓	
Chemistry	✓			✓	✓	
Classical Lang.		✓	✓			
Economics	✓	✓				
English	✓	✓	✓			✓
Geology/Geophysics				✓	✓	
History	✓	✓	✓			
Linguistics		✓				
Mathematics		✓			✓	
Pastoral Ministry		✓				
Philosophy	✓	✓				
Physics	✓			✓	✓	
Political Science	✓	✓				
Psychology	✓					
Romance Languages	✓	✓	✓			
Russian		✓				
Slavic Studies		✓				
Sociology	✓	✓				
Theology	✓	✓				
Irish Studies (English)		✓				
Biblical Studies (Theology)		✓				
Medieval Studies (History)	✓	✓				
Medieval Studies (Romance Languages)		✓				

tion about this examination can be obtained from the Educational Testing Service (see above for address).

Acceptance

Announcements of acceptance or rejection are usually mailed on or about April 15 for September admissions but may vary by department. Decisions for January or June admission are made on a rolling basis. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Director of Admissions of the Graduate School.

ACADEMIC REGULATIONS

Academic Integrity

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the Graduate School of Arts and Sciences. Cases involving academic integrity shall be referred to the Dean for adjudication.

Academic Grievances

A student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean to discuss the situation and to obtain information about Graduate School of Arts and Sciences grievance procedures.

Grades

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or F in more than 8 semester hours of course work may be required to withdraw from the school.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course may, with adequate reason and at the discretion of the faculty member, receive a temporary grade of I (Incomplete). Beginning in the 1995-96 academic year, except in extraordinary cases, all such I grades will automatically be changed to F after six weeks in the

semester following the semester in which the course was taken.

Semester Examinations and Grade Reports

Seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule available on *U-View*. In the very rare instance that examinations or classes are cancelled as a result of stormy weather, an announcement is made on the radio (WBZ), or by recorded phone message (call 552-INFO), generally by noon. The scheduling of examinations thus canceled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. *Transfer of Credit Forms*, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's Chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned graduate credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

GRADUATION

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a *Graduation Form* in the Registrar's Office by the deadline stated in the Academic Calendar. For students who sign up for graduation but who for some reason, do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification from their Dean's office.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and December Graduations

Graduate students who have completed all degree requirements by September 1 or December 30 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. Since there are no commencement exercises in December or September, the names of those receiving degrees will be included in the program of the following May commencement.

FINANCIAL AID

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including: University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Scholarships. Awards carry stipends that vary by discipline, plus full tuition scholarships. Individuals whose applications are complete will routinely be considered for financial aid by the Department in which they hope to study; no separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

University Fellowships

University Fellowships are available in some departments offering the Ph.D degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

Fellowships for American Minority Group Students

The Graduate School sponsors several Fellowships specifically for American minority group students. These are in addition to other Fellowship and Assistantship awards, which carried tuition scholarships and stipends of \$13,000 for the 1996-97 academic year. These fellowships do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

Graduate Assistantships

Assistantships are available in most departments. Generally, the Assistants in the natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the Department Chairperson.

Assistantships provide a stipend that varies among departments.

Research Assistantships

Research Assistantships are available in some departments. The stipends are similar but not uniform among the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the Department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

Procedures for Financial Aid Recipients

Teaching Fellows and Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairperson of the department and approval of the Dean of the Graduate School.

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients must report to the Graduate Admissions Office to fill out personnel cards and tax information forms.

An aid recipient who relinquishes a Fellowship, Assistantship or a tuition scholarship must report this matter in writing to the Department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the University Financial Aid Office where all such aid is administered. Refer to the earlier section on Financial Aid in this Catalog and to the Graduate School *Bulletin*.

BIOLOGY

FACULTY

Walter J. Fimian Jr., *Professor Emeritus*; A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Yu-Chen Ting, *Professor Emeritus*; A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Anthony T. Annunziato, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Jolane Solomon, *Professor*; A.B., Hunter College; A.M., Ph.D., Radcliffe College

Grant W. Balkema, *Associate Professor*; B.S., Ph.D., Purdue University

William J. Brunken, *Associate Professor*; B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Jonathan J. Goldthwaite, *Associate Professor*; B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Charles S. Hoffman, *Associate Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

Clare O'Connor, *Associate Professor*; B.S., Ph.D., Purdue University

Joseph A. Orlando, *Associate Professor*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

William H. Petri, *Associate Professor*; Chairperson of the Department; A.B., Ph.D., University of California, Berkeley

Donald J. Plocke, S.J., *Associate Professor*; B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

R. Douglas Powers, *Associate Professor*; A.B., SUNY; Ph.D., Syracuse University

Allyn H. Rule, *Associate Professor*; B.S., Central Connecticut College; A.M., Ph.D., Boston University

Chester S. Stachow, *Associate Professor*; B.S., M.S., Ph.D., University of Manitoba

Thomas Chiles, *Assistant Professor*; B.S., Ph.D., University of Florida

Donna Maire Fekete, *Assistant Professor*; B.S., University of Vermont; Ph.D., Harvard University

Robert J. Wolff, *Senior Lecturer*; B.A., Lafayette College; Ph.D., Tufts University

PROGRAM DESCRIPTION

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Graduate School of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry, and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined in the Graduate School of Arts and Sciences section of this Catalog, must be met.

Requirements: The minimum curriculum for Ph.D. students consists of three core courses in Advanced Biochemistry (BI 604), Genetics and Molecular Biology (BI 605), and Cell Biology (BI 608); a Laboratory Orientation course (BI 611); two additional graduate level (500 or higher) biology courses, and 4 graduate seminars (800 or higher). All Ph.D. candidates are expected to have taken differential and integral calculus and physical chemistry either before or during their course of studies. The physical chemistry requirement may be satisfied by BI 515 Biophysical Chemistry. In addition, in order to advance to candidacy for the doctoral degree, the student must pass a Comprehensive Examination and defend a research proposal.

A minimum of 30 graduate credits is required for the Master's degree. For the M.S. in Biology, this must include three core courses in Advanced Biochemistry (BI 604), Genetics and Molecular Biology (BI 605), and Cell Biology (BI 608); a Laboratory Orientation course (BI 611); two additional graduate biology courses (500 or higher), and one seminar course (BI 808 through BI 889). Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research conducted within the Department under the guidance of a faculty member.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. Contact the Department for more detailed information.

COURSE OFFERINGS

An asterisk (*) after the course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

BI 506 Recombinant DNA Technology (S: 3)

Prerequisite: BI 304–305 (or equivalent) or permission of the instructor

This course will describe the theory and practice of recombinant DNA technology, and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology. Two lectures per week. *Charles S. Hoffman*

BI 509 Vertebrate Cell Biology (S: 3)

Prerequisites: BI 304 and BI 305

This is an advanced cell biology course focusing on the integration of gene activity, subcellular structure, extracellular signals, and specialized function in vertebrate cells. The course will involve an in-depth study of differentiated cell types, including erythrocytes, lens and photoreceptor cells, nerve and muscle cells, epithelia, and cells of the immune system. The molecular and genetic bases for diseases affecting these cell types will be discussed. The course will also include recent developments in the area of cell cycle control and the transformation of normal cells into cancerous cells. *Clare O'Connor*

BI 510 General Endocrinology (S: 3)

Prerequisite: Introductory Biology or permission of the instructor

Suggested: Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. This course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered. *The Department*

BI 515 Biophysical Chemistry (F: 3)

Prerequisites: BI 440 (or equivalent), and physics with calculus. A one-semester course in physical chemistry is desirable but not required.

This course includes lectures on a number of the most important physicochemical methods for determining the structures of macromolecules. Topics include electrophoresis, sedimentation, viscosity, light scattering, UV and visible spectroscopy, CD spectroscopy, X-ray crystallography, and NMR spectroscopy. *Donald J. Plocke, S.J.*

BI 540 Immunology (F: 3)

Prerequisites: BI 200–202, CH 109–110 or consent of professor

This course emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition versus nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. *Allyn H. Rule*



BI 548 Comparative Animal Physiology (S: 3)*Prerequisites:* BI 200-202

This is a course about how animals function as well as why they function as they do; thus, the course will emphasize the problems to animal survival posed by the environment in which they live, and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

*Carol Halpern***BI 550 Membrane Biology and Biochemistry (S: 3)***Prerequisites:* BI 406 Cell Biology, and at least one semester of BI 435 Biochemistry or CH 561-562, or the permission of the instructor/departments

This course is designed to examine the role of biological membranes in mammalian and prokaryotic cells. Topics related to the physical and chemical properties of membranes will be discussed and will include the structure of membrane lipids, characteristics of membrane proteins, and protein-lipid interactions. Topics related to the physiological role of membranes in biological systems will include the function of membrane receptors, ion channels, transporters, membrane recycling, signal transduction, cellular junctions, and cell-cell interactions.

*Thomas C. Chiles***BI 554 Physiology (F: 3)***Prerequisites:* BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ systems will be studied, with emphasis on cardiovascular, respiratory and renal function, GI and neurophysiology.

*Grant W. Balkema***BI 556 Developmental Biology (S: 3)***Prerequisites:* BI 304 and 305 or permission of the instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evolutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms differentiate and develop. The course describes how both organismal and molecular approaches are leading to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs; and (2) what are the basis and role of pattern information in this process.

*Douglas Powers**Donna Fekete***BI 558 Neurogenetics (F: 3)***Prerequisites:* Genetics and Biological Chemistry

The emphasis of this course is on the genetic and biochemical basis of neurological diseases in humans and mice. Special attention will be given to lipid storage disease, epilepsy, Huntington's disease, Alzheimer's disease, and movement disorders.

*Thomas Seyfried***BI 562 Neurophysiology (S: 3)***Prerequisite:* BI 554 or permission of the instructor

This course is intended for advanced undergraduates or graduate students. The course will cover the biophysics of membranes, nerve and muscle physiology, the neuromuscular junction, the neuronal synapse, and sensory physiology with emphasis on the visual system.

*Grant W. Balkema***BI 570 Biology of the Nucleus (F: 3)***Prerequisites:* Prior courses in Biochemistry and/or Molecular Biology and permission of the instructor/departments

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics covered include chromatin structure, DNA replication, nucleosome assembly, introns, RNA processing, and gene regulation.

*Anthony T. Annunziato***BI 580 Molecular Biology Laboratory* (S: 3)***Pre or corequisite:* BI 440 or BI 506 or equivalent

An advanced project laboratory limited to a maximum of 12 students interested in hands-on training in the experimental techniques of molecular biology under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught will include macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences. Ideal for students who desire a solid introduction to the methods of molecular biology through practical training. Lab fee required.

*The Department***BI 604 Advanced Biochemistry (F: 3)**

Topics will include the structure and function of nucleic acids and proteins, carbohydrates, the bioenergetics of metabolism, the integration and control of metabolic processes, and biochemistry of information transfer, including DNA replication, transcription, and translation.

*Joseph Orlando**Chester S. Stachow***BI 605 Genetics and Molecular Biology (F: 3)**

This course will cover basic genetic mechanisms, a study of gene structure, and a variety of cellular strategies for the control of gene expression. Special emphasis will be placed on the use of modern technology to approach current questions in molecular biology.

*M. Kathleen Dunn**Charles S. Hoffman**William H. Petri***BI 608 Cell Biology (S: 3)**

This course includes topics in methods of cell biology, membrane biology, signal transduction, cell motility, organelle function, intercellular connection and communications, and targeting mechanisms for proper intracellular compartmentalization.

*Thomas C. Chiles***BI 611 Department Research and Laboratory Orientation (F: 1)**

This course will introduce new graduate students to department research programs and facilities. Includes laboratory rotations required for Ph.D. students and optional for M.S. students. Required of first-year M.S. and Ph.D. students.

*The Department***BI 681 Graduate Neurobiology (S: 3)**

This is a discussion course. Students will be required to attend BI 481 lectures, and one additional weekly meeting of 2 to 3 hours to discuss critical papers in the field. The discussion time will be arranged. All students interested in the neurosciences are encouraged to take this course in their first year.

*William Brunken***BI 799 Readings and Research (F, S: 3)**

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned from this course.

*The Department***BI 801 Thesis Seminar (F: 3-S: 3)**

A research problem of an original nature will be addressed. This course is designed for M.S. candidates under the direction of a faculty member. A maximum of six credits may be earned from this course.

*The Department***BI 888 Interim Study (F: 0-S: 0)**

Required for Master's candidates who have completed all course requirements, but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

*The Department***BI 805-806 Departmental Seminar (F: 1-S: 1)**

This is a series for research seminars conducted by leading scientists, both from within the Department and from other institutions, that are presented on a regular (usually weekly) basis.

*William H. Petri***BI 998 Doctoral Comprehensive (F: 0-S: 0)**

Required for Doctoral students who have completed all course requirements but are preparing for comprehensive examinations.

*The Department***BI 999 Doctoral Continuation (F: 0-S: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Courses offered by the Biology Department on a non-periodic basis in response to student needs and faculty availability. Consult the department prior to each semester for anticipated offerings:

BI 519 Fundamentals of Radiation Biology

BI 533 Plant Improvement Strategies

BI 538 Biology of Cell Cycle

BI 552 Developmental Neurobiology

BI 561 Molecular Evolution
 BI 654 Developmental Genetics
 BI 746 Immunochemistry
 BI 747 Advanced Immunological Techniques
 BI 750 Bacterial Physiology and Metabolism
 BI 760 Biochemical Control Mechanisms
 BI 808 Growth Factors and Oncogenes
 BI 809 Selected Topics in Molecular Immunology

BI 810 Seminar in Fertilization and Gamete Physiology
 BI 812 Seminar in Neurophysiology
 BI 814 Seminar in Bacterial Metabolism
 BI 819 Advanced Topics in Biochemistry
 BI 821 Topics in Yeast Molecular Genetics
 BI 823 Seminar in Molecular Embryology
 BI 824 Seminar in Physiology
 BI 828 Seminar on the Functional Role of Metals in Biological Systems

BI 830 Topics in Plant Molecular Biology
 BI 842 Gene Regulation and Chromatin Structure
 BI 843 Seminar in Advances in Nucleic Acid Research
 BI 846 Seminar/Neurobiology
 BI 848 Cellular Immunology
 BI 860 Seminar in Molecular Biology and Genetics/Bacteriology
 BI 864 Seminar in Developmental Biology

CENTER FOR EAST EUROPE, RUSSIA AND ASIA (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Education, Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages, and Theology and offer over eighty academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

HS 272 (PO 438) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and places special emphasis on the Balkan States. The major findings and methods used by specialists in various disciplines will be previewed and presented.

*Donald S. Carlisle
 Raymond McNally*

Balkan Studies Program

HS 203 National and Ethnic Conflicts in Russia and in the Balkans (F: 3)

This course seeks to clarify the historical background to current ethnic problems in Russia and in the Balkans. Emphasis will be placed on the development of both cultural and political nationalism, especially since the time of the French revolution. Specific case studies of ethnic minorities in Russia and of Bulgarian and Romanian nationalism will be highlighted.

*Radu Florescu
 Raymond McNally*

PO 467 The Balkans in Our Times (F: 3)

This course explores present politics among and within the states into which it is presently divided. The era of Communist rule and the collapse of Yugoslavia will be analyzed, as well as historical territorial disputes and bitter ethnic enmities. Special attention will be devoted to the transformations underway in Bulgaria, as well as the past and present role of Turkish influence in the region.

Donald S. Carlisle

Students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from Prof. Raymond T. McNally (History), *Director*, Carney 171 and from Prof. Donald Carlisle (Political Science), *Assistant Director*, McGuinn 220.

Information on degree programs with related area concentrations should be obtained directly from the academic departments: for information concerning a degree in Slavic Studies contact the Slavic and Eastern Languages Department, Prof. Michael Connolly, Lyons 210.

CHEMISTRY

FACULTY

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Andre J. de Bethune, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

Robert F. O'Malley, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

George Vogel, *Professor Emeritus*; B.S., D.Sc., Prague Technical University

Michael J. Clarke, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*; Chairperson of the Department; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Professor*; B.A., Columbia University; Ph.D., Harvard University

Evan R. Kantrowitz, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Yuh-kang Pan, *Professor*; B.S., National Taiwan University; Ph.D., Michigan State University

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

Larry T. Scott, *Professor*; A.B., Princeton University; Ph.D., Harvard University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

E. Joseph Billo, Jr., *Associate Professor*; B.S., M.S., Ph.D., McMaster University

Udayan Mohanty, *Associate Professor*; B.Sc., Cornell University; Ph.D., Brown University

Martha M. Teeter, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

John Fourkas, *Assistant Professor*; B.A., M.A., California Institute of Technology; Ph.D., Stanford University

Marc Snapper, *Assistant Professor*; B.S., Union College; Ph.D. Stanford University

Robert Umans, *Adjunct Associate Professor*; A.B., Columbia University; M.S., Ph.D., Yale University



PROGRAM DESCRIPTION

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master of Science in Teaching (M.S.T.) is offered in cooperation with the Graduate School of Education.

All entering graduate students take 4 or 5 qualifying examinations in inorganic, analytical, organic chemistry, as well as biochemistry and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required either to pass the Qualifying Examinations, or to satisfy specified foundation course requirements.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School, and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credit requirement for the Ph.D. degree, while 30 credits are required for the M.S. degree. First-year requirements provide the student with a breadth of knowledge in the traditional fields: analytical, inorganic, organic, biochemistry, and physical chemistry. Beyond the first year, each student will pursue a program of study, with the approval of his/her advisor, consistent with his/her individual educational goals.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be placed in the M. S. degree program.

The masters program requires that the student complete a minimum of 30 graduate credits of course work. Students typically accumulate 18 to 20 credits during the first year. In the second year, the course credits usually include three credits for graduate seminar (CH 821-822, 831-832, 861-862 or 871-872, depending on the area of study) and six credits for thesis research (CH 801 Thesis Seminar). Students who have completed six credits of Thesis Seminar, but who have not finished their thesis, must register for CH 802 Thesis Direction. Students should register for CH 997 Master's Comprehensive during the semester in which they intend to submit and defend their M.S. thesis.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations that test the student's development in his or her major field of interest, and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candi-

date, a research project requiring three to four years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of study. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

COURSE OFFERINGS

An asterisk (*) after a course title indicates that the course carries a laboratory fee.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry, with emphasis on structural and thermodynamic aspects.

Topics to be covered include atomic structure, group theory, ionic and covalent bonding, weak chemical forces, transition metal coordination chemistry, and organometallic and bioinorganic chemistry.

William H. Armstrong

CH 531 Modern Methods in Organic Synthesis I (S: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the physical basis for these transformations is emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

Marc L. Snapper

CH 535 Physical Organic Chemistry (F: 3)

Prerequisites: CH 231-232

Organic reaction mechanisms, reactive intermediates, steric and electronic effects, chemical structure and bonding, molecular mechanics and conformational analysis, principles and applications of molecular orbital theory, aromaticity, pericyclic reactions, and molecular photochemistry will be considered.

Scott Miller

CH 539 Principles and Applications of NMR Spectroscopy (S: 3)

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

John Boylan

CH 547 Special Topics in Organic Chemistry (S: 3)

Prerequisite: CH 535 or equivalent

A selection of current and important topics in organic chemistry will be examined. Readings will be taken from the recent chemical literature. Students may be required to research one or more

special topics on their own to make presentations to the class and/or to submit short review papers on the topics.

Lawrence T. Scott

CH 551 Advanced Analytical Chemistry (S: 3)

This course is a consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography.

The Department

CH 555-556 Advanced Chemistry Laboratory* (F: 3-S: 3)

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment.

Approximately one lab will be performed per week, requiring both preparation and a written laboratory report.

May be taken *concurrently* with CH 575 Physical Chemistry. *Lab fee required.*

David L. McFadden

CH 561-562 Biochemistry (F: 3-S: 3)

Prerequisite: CH 231-232 or equivalent

This course is a two-semester introductory-level course in Biochemistry. Topics in the first semester concentrate on protein structure and function, bioenergetics, kinetics and mechanisms of enzyme reactions, intermediary metabolism, control of metabolic pathways, and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids, recombinant DNA technology, mechanisms of gene rearrangements, DNA replication, RNA synthesis and splicing, protein synthesis, control of gene expression, membrane transport, and hormone action. Experimental methods will also be discussed as they relate to course topics and to the separate laboratory course (CH 563).

Evan R. Kantrowitz

Larry W. McLaughlin

CH 563 Experimental Biochemistry* (S: 3)

Prerequisites: General Chemistry, Organic Chemistry and Biochemistry

A laboratory course intended to prepare students for research in the biochemical sciences. This course will concentrate on the isolation and characterization of proteins, enzymes, nucleic acids and lipids, as well as recombinant DNA technology. State-of-the-art instrumentation will be used to this end in a laboratory especially designed for this course. A variety of experimental techniques will be used, including electrophoresis, chromatography, spectroscopy, and centrifugation. Data will be collected and analyzed directly by computer as often as possible.

Robert S. Umans

CH 567 Protein Structure and Function (F: 3)

Prerequisites: CH 231-232, CH 561-562 or BI 435-440, CH 473 or CH 475-476, or permission of the instructor

An introduction to methods of structural analysis of proteins and peptides from an experimental and theoretical viewpoint, and the relationship of structure to protein function. Topics will include X-ray diffraction, molecular modeling methods, and illustrative protein structures.

Martha M. Teeter

CH 569 Enzyme Mechanisms (S: 3)

An analysis of the specificity and catalysis involved by enzymes for various biochemical transformations. Enzyme structure will be discussed only with respect to substrate binding and functional group transformation. Both general and specific mechanisms involving nucleophilic, electrophilic and redox reactions, as well as the role of coenzymes and various cofactors will be considered.

The Department

CH 575 Physical Chemistry I (F: 3)

Prerequisites: CH 231-232, MT 202, PH 211-212 (or equivalent)

This course deals with the foundations and applications of thermodynamics. Topics include first and second laws of thermodynamics, phase diagrams, phase stability, phase transitions, properties of simple mixtures, chemical equilibrium, and properties of ions in solutions.

Udayan Mohanty

CH 576 Physical Chemistry II (S: 3)

Prerequisite: CH 575

This course is an introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules.

Chemistry graduate students may register for this course only if they are advised to do so by the Department.

John Fourkas

CH 588 Computational Biochemistry (S: 3)

Prerequisite: CH 561-562 or BI 435, and BI 440 or equivalent

This is a one-semester course for biochemistry students wishing to obtain a firm background in the computational methodology required in modern biochemical research. The course will be based on the UNIX and Macintosh operating systems. Topics will include an introduction to these operating systems, quantitative analysis of experimental data, an introduction to programming using the C computer language, interfacing scientific equipment to computer systems, analysis and comparison of DNA and protein sequences, and an introduction to molecular graphics and dynamics programs.

Evan R. Kantrowitz

CH 799-800 Reading and Research* (F: 2 or 3-S: 2 or 3)

A course required of Ph.D. matriculants for each semester of research.

The Department

CH 801 Thesis Seminar* (F: 3-S: 3)

This course is designed for M.S. candidates, and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

The Department

CH 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CH 805-806 Departmental Seminar (F: 1-S: 1)

This is a series of research seminars by leading scientists, both from within the Department and from other institutions, that are presented on a regular (usually weekly) basis.

Udayan Mohanty

CH 821-822 Inorganic Chemistry Seminar (F: 3-S: 3)

This course consists of discussions of topics of current interest in inorganic chemistry, with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally, visiting lecturers will participate.

William H. Armstrong

CH 831-832 Organic Chemistry Seminar (F: 3-S: 3)

This course consists of discussions of topics of current interest in organic chemistry, with participation by students and faculty members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the department will be included. Occasional visiting lecturers will participate.

Lawrence T. Scott

CH 861-862 Biochemistry Seminar (F: 3-S: 3)

This course consists of discussions of topics of current interest in biochemistry with participation by students and faculty members. Students will give oral presentations of topics based on recent literature in biochemistry. Discussions of research in progress in the Department will be included. Occasionally, visiting lecturers will participate.

Martha M. Teeter

CH 871-872 Physical Chemistry Seminar (F: 3-S: 3)

This course consists of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included. Occasionally, visiting lecturers will participate.

David L. McFadden

CH 997 Master's Comprehensive (F: 0-S: 0)

This course consists of a public, oral defense of the student's thesis research.

Paul Davidovits

CH 998 Doctoral Comprehensive (F: 0-S: 0)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry), and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

Paul Davidovits

CH 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Courses offered by the Department on a non-periodic basis:

CH 564 Physical Methods in Biochemistry

CH 565 Structure, Function and Reactivity of Nucleic Acids

CH 566 Bioinorganic Chemistry

CH 568 Advanced Biochemistry and Enzymology

CH 572 Quantum Chemistry and Spectroscopy

CH 573 Quantum Chemistry and Molecular Structure

CH 580 Dynamics of Simple Liquids

CH 584 Crystal Structure Analysis

CH 586 Organic Chemistry of Biological Reactions

CH 734 Chemistry of Natural Products

CH 738 Heterocycles

CH 770 Advanced Physical Chemistry—Dynamics

CLASSICAL STUDIES

FACULTY

Dia M.L. Philippides, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Charles F. Ahern, Jr., *Associate Professor*; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

Eugene W. Bushala, *Associate Professor*; B.A., Wayne State University; M.A., Ph.D., Ohio State University

David H. Gill, S.J., *Associate Professor*; Chairperson of the Department; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main



PROGRAM DESCRIPTION

The Department grants M.A. degrees in Latin, Greek, and in Latin and Greek, together. In conjunction with the Graduate School of Education it also offers an M.A.T. degree in Latin and Classical Humanities.

Requirements for the M.A. Degree

Candidates must complete thirty credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis seminar. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral, the written consisting of translation from the authors on the reading list, the oral consisting of discussion with the faculty of a candidate's course work, of the history of Latin and/or Greek literature, and of a thesis (if offered in partial fulfillment of the requirements).

Requirements for the M.A.T. Degree

Requirements vary according to a candidate's preparation in both Classics and Education. The normal expectation in Classics is that a candidate will complete fifteen credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature. The requirements in Education include five to seven courses in addition to practice teaching. A student interested in the M.A.T. degree is advised to contact the Chairperson of the Department, as well as the Director of the Secondary Education Program.

The Department also offers courses in Modern Greek language, literature, and culture. These courses, listed in full in the undergraduate catalogue, do not regularly qualify as credits for the M.A. or the M.A.T. degree.

It is sometimes possible, through prior agreement with the instructor, for a graduate student in the department to obtain graduate credit for taking an undergraduate course.

Incoming students can expect to find major Greek and Latin authors and genres taught on a

regular basis. These include on the Greek side: Homer, lyric poets, 5th century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and 4th century orators. On the Latin side they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, elegy and Ovid), the historians Livy and Tacitus, and the novel.

COURSE OFFERINGS

CL 010-011 Elementary Latin (F: 3-S: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Maria Kakavas

The Department

Sister Mary Daniel O'Keeffe, O.P.

CL 020-021 Elementary Ancient Greek (F: 3-S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study. *John Shea*

CL 052-053 Intermediate Ancient Greek (F: 3-S: 3)

This course is a review of the essentials of Classical Attic grammar and a close reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a simpler play such as Euripides' *Medea*. *Dia M.L. Philippides*

CL 056-057 Intermediate Latin (F: 3-S: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry. *John Shea*

Maria Kakavas

CL 060-061 Elementary Modern Greek

This is an introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work. *Offered alternate years.* *Maria Kakavas*

CL 070-071 Intermediate Modern Greek (F: 3-S: 3)

Prerequisites: CL 060-061

This second-year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Taktsis, and Elytis. *Maria Kakavas*

CL 202 (CT 370) Classical Greek Drama in Translation (S: 3)

Selected plays from 5th-century Attic drama will be read in English, including Aeschylus' *Oresteia* trilogy; Sophocles' *Antigone* and *Oedipus Rex*; Euripides' *Medea*, *Hippolytus*, and *Bacchae*; and Aristophanes' *Frogs* and *Lysistrata*. Secondary readings, visual materials (videotapes of performances, and slides) and discussion will focus on the development of classical drama, the ancient theatre, stagecraft, and contemporary society, in-

cluding the roles of men and women and issues of justice, heroism, and ethics.

This course is of interest to students in the theatre, English, and other literatures that are influenced by the form and content of classical drama. Provision may be made for students in Classics to read certain portions in Greek.

Dia M.L. Philippides

CL 212-213 (FA 211-212) Art of the Ancient Mediterranean World (F: 3-S: 3)

This course deals with the visual history and arts of the Ancient Mediterranean world, from the rise of civilizations along the Nile, in the Holy Land and Mesopotamia, to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services, and war will be included, as well as painting, sculpture, jewelry, and coinages.

Cornelius Vermeule

CL 248 (PL 248) Revenge in Greek Literature (S: 3)

The course will trace a part of the history of the ancient Greek struggle with the question of justice. One formulation of the question: How does one get from the common sense idea of justice as eye-for-eye retaliation to a more adequate definition? What is the proper (just) response when someone physically or verbally harms me or someone close to me? The spontaneous natural reaction is anger and the desire to get even, retaliate, punish, take revenge. How to assure that the reaction is fair and proportionate to the injury? The emotions of anger and the pleasure of revenge can lead to excessive violence, then to counter violence and vendetta. How to set reasonable limits?

Retaliation/revenge *can* be justified on the personal level as a question of physical or psychological survival. What are the rules? How far may I go, for example, to defend my honor or reputation? What about forgiveness and "turning the cheek"? *David Gill, S.J.*

CL 252 The Modern Greek Novel (S: 3)

Although *Zorba the Greek* probably remains the best known work of modern Greek fiction outside Greece, the country has produced many other important novels. Representative authors and works for the course may be selected from among the following: Kostas Tachtsis, *The Third Wedding*; Dimitris Hatzis, *The Double Book*; Dido Sotiriou, *Farewell Anatolia*; Menis Koumantareas, *Kyria Koula*; Alki Zei, *Achilles' Fiancée*; Alexandros Kotzias, *The Jaguar*; Maro Douka, *Fool's Gold*; Iakovos Kambanellis, *Mauthausen* (the concentration camp).

The course will present and analyze some of the perspectives on contemporary history, economics, politics, religion, and society (especially the roles of men and women) offered by some major Greek novels of the past few decades.

Readings will be assigned in Greek and available also in English translation.

Dia M.L. Philippides

CL 261 Roman Civilization (S: 3)

After a survey of the broad outlines of Roman history, the course will focus on selected topics that illustrate the character of life in the early Roman empire—the years of Roman peace. Among these topics are family life, social stratification, mythology and religion (including slavery), and popular entertainment (the infamous shows). The aim of the course will be to look not so much at the monumental achievement of Roman imperial government, but to consider the varied texture of life under that government.

Charles F. Abern, Jr.

CL 270 Advanced Topics in Modern Greek

A seminar introducing its participants to advanced methods of reading and research in Modern Greek Studies. The course may be repeated for credit as its content varies each time it is given. Offered alternate years.

Dia M.L. Philippides

CL 275 Greece Viewed Through Her Films (F: 3)

Greece has brought forth filmmakers of established international reputation, including among others: Thodoros Angelopoulos, Michael Cacoyannis, Costa-Gavras, Pantelis Voulgaris. We shall discuss the historical and political events behind the films, read scenarios and literary prototypes wherever they are available, and try to understand the comments being made on the internal workings of Greek society and on the relation of Greeks to foreigners. The course may provide an opportunity for contrasting these films with other views of Greece, and for comparing them with films of other countries.

A good number of the films will have English subtitles, so that knowledge of Modern Greek is not essential.

Dia M.L. Philippides

CL 320 (TH 423) Seminar in Latin Patrology (S: 3)

See course description under TH 423.

Margaret Schatkin

CL 323 (TH 425) Seminar in Greek Patrology (F: 3)

See course description under TH 425.

Margaret Schatkin

CL 331 Sophocles and Aristophanes (F: 3)

Reading in the original of Sophocles' *Oedipus Tyrannus* and Aristophanes' *Frogs*. Discussion of content and style, with recourse also to Aristotle's *Poetics*, and review of recent scholarship on the two dramas.

Dia M.L. Philippides

CL 333 Apuleius (F: 3)

A reading in English of the *Metamorphoses* (*The Golden Ass*), the only Latin novel that survives in its entirety. Selected passages will be read in Latin, including the story of Cupid and Psyche (IV.28 through VI.24).

David Gill, S.J.

CL 346 Latin Prose (S: 3)

Reading in Latin prose.

The Department

CL 354 Attic Orators (S: 3)

A reading in Greek of selected speeches of Athenian orators of the fourth century B.C. There will also be exercises in Greek prose composition.

David Gill, S.J.

CL 406-407 Aeneid I, II (F: 3-S: 3)

A reading and discussion of the complete text of the *Aeneid*, Virgil's epic poem on the end of the Trojan War and the origins of Roman civilization. Assignments in both Latin and English, geared to different levels of preparation in Latin. Topics for discussion will include the character of Virgil's language, his understanding of human passion and responsibility, and his analysis of the cost at which Roman imperial grandeur was achieved.

Charles F. Abern, Jr.

CL 790-791 Readings and Research (F: 3-S: 3)

Charles F. Abern, Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

CL 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

In the last three years the following courses have been offered:

CL 308 Cicero's *Orations* (F '93)

CL 314 Aeschylus and Euripides (F '95)

CL 315 Homer (S '95)

CL 316 Plato's *Symposium* (S '96)

CL 320 Latin Patrology (S '95)

CL 323 Greek Patrology (F '94)

CL 324 Structure and History of Latin (S '94)

CL 325 Greek Epic and Dramatic Verse Construction (F '93)

CL 326 Roman Historians (F '94)

CL 328 Cicero and Friends (F '95)

CL 329 Ovid's *Metamorphoses* (F '94)

CL 340 Greek Lyric Poetry (F '94)

CL 346 Latin Prose Composition (S '95)

CL 348 Catullus (F '95)

CL 370 Virgil's *Eclogues* and *Georgics* (S '95)

CL 395 Caesar (S '94)

CL 406 Virgil's *Aeneid* (F '93)

CL 409 Lucretius (S '94)

ECONOMICS

FACULTY

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Richard J. Arnott, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Yale University

David A. Belsley, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Bruce E. Hansen, *Professor*; A.B., Occidental College; M.A., Ph.D., Yale University

Marvin C. Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

W. Bentley MacLeod, *Professor*; B.A., M.Sc., Queen's University; Ph.D., University of British Columbia

William B. Neenan, S.J., *Professor*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Joe Peek, *Professor*; B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Joseph F. Quinn, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Christopher F. Baum, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Francis M. McLaughlin, *Associate Professor*; Assistant Chairperson of the Department; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

Fabio Schiantarelli, *Associate Professor*; B.S., Bocconi University, Italy; M.S., Ph.D., London School of Economics

Richard W. Tresch, *Associate Professor*; Chairperson of the Department; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Chong-en Bai, *Assistant Professor*; B.S., China University; M.S., Institute of Mathematics; Ph.D.s, University of California at San Diego and Harvard University

Kristen Butcher, *Assistant Professor*; B.A., Wellesley College; M.Sc., London School of Economics; M.A., Ph.D., Princeton University

Douglas Marcouiller, S.J., *Assistant Professor*; A.B., Princeton University; M.A., Yale University; M.Div., Weston School of Theology; Ph.D., University of Texas, Austin

T. Christopher Canavan, *Instructor*; B.A., Oberlin College; M.I.A., Columbia University School of International Affairs; Ph.D., (cand) Columbia University



PROGRAM DESCRIPTION

The graduate program in economics is oriented primarily toward full-time students who are seeking a Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis.

Ph.D. Program

The Ph.D. program is designed to train economists for careers in teaching and research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement.

The course requirements consist of a core curriculum and seven electives. The first-year program consists of core courses in microtheory (EC 740, 741), macrotheory (EC 750, 751), mathematics for economists (EC 730), and econometrics (EC 760). In the second year, students take a second required course in econometrics (EC 761), while completing most or all of their electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in finance.

Students are required to pass written comprehensive examinations in microtheory, macrotheory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international trade and finance, international trade and development, industrial organization, public sector economics, labor economics, urban economics, and finance. Each exam is based on a two-course sequence on the subject matter. Econometric theory and applied econometrics are not an allowable combination of fields. The same applies to international trade and finance and international trade and development. The micro and macro comprehensives are offered twice a year in late May and late August. Both of these exams must be passed no later than the May offering of the second year. Field comprehensives are offered up to twice a year on a demand basis.

M.A. Program

The Department's course offerings are geared to the Ph.D. program, but qualified M.A. applicants

are admitted. The requirements for the M.A. degree are the entire core curriculum of the Ph.D. program, two elective courses, and a written comprehensive examination.

Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may usually transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, MA 02167. Applicants are required to submit college transcripts, three letters of recommendation, a statement of purpose, and scores from the Graduate Record Examination's quantitative, verbal, and analytical tests. Ph.D. applicants interested in financial assistance awarded by the Department of Economics should ensure that their applications are completed by February 1. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

COURSE OFFERINGS

EC 730 Mathematics for Economists (F: 6)

Topics covered in the first half of this course include the Kuhn-Tucker conditions, the implicit function theorem, the envelope theorem, and differential and difference equations. The second half of the course consists of two concurrent modules: one covers probability theory, the other dynamic optimization.

Chong-en Bai

Bruce E. Hansen

Marvin Kraus

EC 740 Microeconomic Theory I (F: 3)

This course consists of two modules. In the first, consumer and producer theory are treated diagrammatically and at an introductory mathematical level. The second gives a more formal treatment of consumer and producer theory, while covering special topics.

Frank M. Gollop

Marvin Kraus

EC 741 Microeconomic Theory II (S: 4)

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

Richard Arnott

Bentley MacLeod

EC 750 Macroeconomic Theory I (F: 3)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

Robert Murphy

EC 751 Macroeconomic Theory II (S: 4)

Microeconomic foundations of nominal rigidities, real rigidities and the labor market, consumption and investment under uncertainty, theories of asset prices, the demand for money and the effect of monetary policy, and dynamic consistency and economic policy.

T. Christopher Canavan

Robert Murphy

Serena Ng

EC 760 Econometrics I (S: 3)

The first module of this course covers mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory, and maximum likelihood estimation. The second module presents ordinary least squares regression analysis, linear restrictions and hypothesis testing in a regression context, and issues of functional form and specification analysis.

Bruce E. Hansen

Christopher F. Baum

EC 761 Econometrics II (F: 3)

This course covers generalized least squares and simultaneous equations estimators, and provides an introduction to several tools used in applied econometrics. These include time series models, estimators for panel data, and models with limited dependent variables. Exercises are drawn from several large data sets, using a variety of econometric computer software. An empirical research paper is required.

Christopher F. Baum

EC 821 Time Series Econometrics (F or S: 3)

Prerequisites: EC 761 (or equivalent) and EC 751

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

Bruce E. Hansen

Serena Ng

EC 822 Microeconometrics (F or S: 3)

Prerequisite: EC 761 (or equivalent)

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

Peter Gottschalk

EC 827 Econometric Theory I (F or S: 3)

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables, and other single equation problems will be discussed in this context.

David Belsley

EC 828 Econometric Theory II (F or S: 3)

Prerequisite: EC 761

Estimation and inference in non-linear econometric models. An emphasis will be placed on current theory and methods. Topics covered will include asymptotic theory, quasi-likelihood, least absolute deviations, generalized method of moments, two-step estimators, specification testing, and the bootstrap.

Bruce E. Hansen

EC 853 Industrial Organization I (F or S: 3)

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

Bentley MacLeod

EC 854 Industrial Organization II (F or S: 3)

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.

Frank M. Gollop

EC 861 Monetary Economics I (F or S: 3)

This course will examine the standard issues in advanced macroeconomics and monetary theory, placing particular emphasis on the role of inside money (credit) and the crucial role of information in the functioning of modern economies. Topics to be covered include the role of national debt and intergenerational allocation, inflation finance and optimal seigniorage, sunspot theory, and the effect of information partitions on economic efficiency.

Serena Ng

EC 862 Monetary Economics II (F or S: 3)

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

Joe Peek

EC 865 Public Sector Economics I (F or S: 3)

This course covers most of the traditional topics in the subject: welfare economics, market failure and rationales for government intervention, the theory of tax policy and tax structure, the positive effects of taxation on labor supply, on intertemporal decisions, and on risk-taking tax incidence, taxation and growth, and normative, second-best tax, and public expenditure theory, including cost-benefit analysis and public enterprise pricing.

Richard Tresch

EC 866 Public Sector Economics II (F or S: 3)

This course emphasizes problems of collective decision-making under complete and incomplete information. Topics include Arrow's Impossibility Theorem, the "new" political economy, an introduction to mechanism design with special emphasis on demand-revealing mechanisms for public goods, voluntary provision of public goods, and the regulation of externalities.

Richard Arnott

EC 871 Theory of International Trade (F or S: 3)

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

James E. Anderson

EC 872 International Finance (F or S: 3)

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system.

T. Christopher Canavan

Robert Murphy

EC 875 Political Economy of Trade and Development (F or S: 3)

This course will consider economy-wide models of endogenous growth, as well as the sector-specific issues that arise from missing markets and asymmetric information. The perspectives of neo-classical political economy will also be emphasized.

Douglas Marconiller, S.J.

EC 885 Analysis of Labor Markets (F or S: 3)

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, household production, marginal productivity, human capital, search discrimination, and dual labor market theories. Heavy emphasis will be placed on specification and estimation of empirical models.

Peter Gottschalk

EC 886 Current Topics in Labor Economics (F or S: 3)

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.

Kristin Butcher

Donald Cox

EC 888 Interim Study (F: 0; S: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations.

The Department

EC 893 Urban Economics I (F or S: 3)

This course covers basic urban economic theory—spatial economics, housing, transportation, and local public finance.

Richard Arnott

EC 894 Urban Economics II (F or S: 3)

This course covers a selection of more advanced topics in urban economic theory—agglomeration, systems of cities, non-monocentric cities, non-competitive models of housing, transportation and the theory of the second-best, and the economics of downtown parking.

Richard Arnott

EC 998 Doctoral Comprehensives (F: 0-S: 0)

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.

The Department

EC 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

ENGLISH

FACULTY

Joseph A. Appleyard, S.J., *Professor*; A.B., Boston College; Ph.D., Harvard University

J. Robert Barth, S.J., *Professor*; Ph.D., Harvard University

Rosemarie Bodenheimer, *Professor*; Chairperson of the Department; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Adele M. Dalsimer, *Professor*; A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Dayton Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

John L. Mahoney, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Richard J. Schrader, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Judith Wilt, *Professor*; A.B., Duquesne University; Ph.D., Indiana University

Henry A. Blackwell, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Mary Thomas Crane, *Associate Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Paul C. Doherty, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Carol Hurd Green, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Joseph A. Longo, *Associate Professor*; B.S., M.Ed., A.M., Ph.D., Rutgers University

Suzanne M. Matson, *Associate Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

John F. McCarthy, *Associate Professor*; A.B., Harvard University; A.M., Ph.D., Yale University

Philip T. O'Leary, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Robert E. Reiter, *Associate Professor*; A.B., St. Bonaventure University; Ph.D., University of Michigan

Frances L. Restuccia, *Associate Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Laura Tanner, *Associate Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

Cecil F. Tate, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Emory University

Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

Andrew J. Von Hendy, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

James D. Wallace, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

William Youngren, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University

Raymond G. Biggar, *Assistant Professor*; A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Amy Boesky, *Assistant Professor*; B.A., Harvard College; Ph.D., Harvard University

Juliana Chang, *Assistant Professor*; B.A., M.A., Ph.D., University of California, Berkeley

Alexandra Chasin, *Assistant Professor*; B.A., Brandeis University; M.A., Ph.D., Stanford University

Anne Fleche, *Assistant Professor*; B.A., State University at Buffalo; M.A., Ph.D., Rutgers State University

Elizabeth Graver, *Assistant Professor*; B.A., Wesleyan University; M.F.A., Washington University

Elizabeth Kowaleski-Wallace, *Assistant Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

Kalpna Seshandri-Crooks, *Assistant Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

Robert Stanton, *Assistant Professor*; B.A., M.A., Ph.D., University of Toronto



PROGRAM DESCRIPTION

Master of Arts Program

Students seeking the degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography. As an option, up to six of the required 30 hours of graduate credit may be directed to courses of independent study resulting in a longer paper, either critical or creative in nature. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two written examinations—a language examination and a literary studies examination. The first will demonstrate the candidate's ability to read a foreign language. The second will test three different skills or practices associated with literary studies—the ability to read closely a short poem or prose passage, the ability to gauge the style and content of a number of passages and then to place them in their proper historical period, and the ability to apply a theoretical or methodological position to a specific text. The examinations are offered in December and May. The language exam may be taken at any time during the course of a student's program; the literary studies examination is to be taken only after all courses have been completed or are in the process of completion. Students should consult with the Director of the M.A. and with other faculty to plan an appropriate course of studies in anticipation of the examinations. The candidate may elect to take the foreign language examination in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better: the course must have been completed within three years of application for waiver.

Master of Arts Concentration in Irish Literature and Culture

Since the 1991–92 academic year, Boston College has offered a Master of Arts degree with a concentration in Irish literature and culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete twelve credits of course work in the Irish language as a step toward achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History, where there is already a graduate program in Irish history, Music, Fine Arts, and Slavic (where Old Irish is taught). At the end of the course of study, students will take an interdisciplinary oral examination, focusing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies will include Professors Adele Dalsimer, Kristin Morrison, and Philip O'Leary. In addition, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02167.

Master of Arts in Teaching

In cooperation with the Graduate School of Education, the Department offers a program leading to the degree of Master of Arts in Teaching.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas (such as history, philosophy, classics, modern languages, or art) that may be of particular interest or usefulness to the teacher concerned with developing specialized courses, or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher, whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the late afternoon on a wide variety of periods and au-

thors. The program also provides opportunities for independent directed-study courses that may be tailored to meet the needs of special students.

Doctor of Philosophy Program

Usually, no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for four years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

The only specified course requirements are four doctoral seminars to be taken usually in the first two years. The remainder of the student's program may include other courses in the graduate English department or related disciplines, small reading groups, or individual tutorials. Most students will have taken eight to ten courses by the end of the second year. An advanced research colloquium is taken in the third or fourth year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English.

Examinations

Each student will direct a course of study toward completion of one major and three minor examinations.

A *major examination* consists of a two-hour oral examination usually on a period or genre.

A *minor examination* is narrower in scope and normally runs one and one-half hours. It may consist of an oral or written examination on a reading list, but students are also encouraged to choose forms for minor examinations that approach the material with a particular pedagogical or scholarly end in view: design of a course or plan for an anthology; delivery of a lecture; preparation and defense of a paper for publication.

All examinations are graded according to the University scale for graduate examinations. The Chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

Teaching

As part of their program, Ph. D. students engage in a carefully organized sequence of teaching experiences: in the second year, especially if they have not already taught, they may lead a discussion section in an appropriate course; in the third and fourth years they will teach one self-designed course each semester—one in the First Year

Writing Seminar program, one in the Literature Core program, one in their own major field, and one that is a repeat of an earlier course. Faculty mentoring and evaluation is a part of every phrase of this program.

Dissertation

After consultation with a faculty advisor, the student will write a prospectus describing the thesis topic and include a tentative bibliography. This material will be submitted to a dissertation director and two readers who will supervise, read, and approve the dissertation.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or from the Graduate Arts and Sciences Dean's Office.

Ph.D. Colloquium

A student committee organizes and schedules Ph.D. colloquia, at which faculty members, outside speakers, or doctoral students lead discussions on literary topics. Graduate students and faculty are invited.

Course of Study

The Ph.D. program is designed so that it may be completed in four years. Each student plans and paces an individual course of study in consultation with the Program Advisor.

Students should keep the following guidelines in mind (counting each required seminar, or examination, semester of teaching as one unit):

- 5 units should be completed by the beginning of the second year;
- 10 units should be completed by the beginning of the third year;
- 13 or more units and the language requirement should be completed by the beginning of the fourth year.

The fourth year should be largely devoted to the dissertation, but the student is urged to choose a topic, consult with a thesis director, and begin work before the end of the third year, even if an examination remains to be passed.

Program in Linguistics

In the Department of Slavic and Eastern Languages, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective, or to examine the nature of language generally.

COURSE OFFERINGS

EN 660 (SL 360) Teaching of English as a Foreign Language (F: 3)

See description in the Slavic and East European Languages Department.

EN 720 Seminar: The Enlightenment and English Literature (S: 3)

Studies in the poetry and satire of Pope and Swift; the fiction of Richardson and Fielding; the literary, political, and moral theory of Johnson and Burke; and some of the writing of the so-called minor women and men writers of eighteenth-century England as these writers are touched by the larger phenomenon of the eighteenth-century Enlightenment. The seminar will also attend to

a representative sample of the best traditional and contemporary critical writing on the period.

The seminar format will allow each member of the group to lead a discussion of a specific topic and to produce a piece of original research that may be suitable for publication in one of the journals in the field. The final session of the seminar will take the form of a professional conference with members offering presentations before a guest panel of scholars in the field.

John Mahoney

EN 734 African-American Literature (F: 3)

Close readings of classic and contemporary texts, mostly fiction, with attention to their employment of blues, folkloric, and American traditions. There will also be discussion of recent literary criticism in the field and an examination of ways to include African-American writers in courses that one expects to teach.

Henry Blackwell

EN 752 Contemporary Literary and Cultural Theory (F: 3)

After a brief segment on deconstruction, this course will spend several weeks on psychoanalytic theory (Freud, Kristeva, Lacan). We will also take up gender and queer (Butler, de Lauretis, Fuss) as well as post-colonial (Fanon, Bhabha) theory—most of which has a psychoanalytic slant. Marxist theorists will then be included; Foucault will play a major role toward the end of the semester. Students who have not been exposed to contemporary theory are heartily invited to enroll in this course and are urged to contact the instructor in advance.

Frances Restuccia

EN 772 16th Century British Writers (F: 3)

In this course we will discuss a selection of works written in England during the 16th century with special reference to their literary, cultural, and political contexts. Works will include More's *Utopia*, poems by Wyatt, Sidney, and Shakespeare, poems and speeches by Queen Elizabeth I, Book I of Spencer's *Faerie Queene*, as well as relevant critical articles.

Mary Crane

EN 773 English Heroic Literature (S: 3)

Most of the course will be devoted to early English heroic and romance literature. Representative works include *Beowulf* and other Old English poems (in translation), *Sir Gawain and the Green Knight* and Chaucer's *Troilus*, and Malory's *Morte D'Arthur*. As time permits we will look ahead to Renaissance and Augustan offshoots of the other traditions.

Richard Schrader

EN 779 Contemporary American Poetry (S: 3)

Readings in recent American poetry with attention to the diversity of formal method, style, theme, and theoretical framing that characterizes contemporary poetry. We will read from Ashbery, Rich, Merwin, Olds, Simic, Glück, and others.

Suzanne Matson

EN 790 Irish Renaissance (S: 3)

The writings of the major—and some less well known—contributors to the Irish literary renaissance will be studied and their relation to the major political and social movements of the time will be considered. Readings will be drawn from political commentators and cultural critics as

well as literary figures: D.P. Moran, Thomas MacDonagh, W.B. Yeats, Douglas Hyde, Standish O'Grady, and J. M. Synge.

Adele Dalsimer

EN 825 Composition Theory and the Teaching of Writing (F, S: 3)

This course is designed (1) to introduce students to central problems, issues, and methods in composition studies; (2) to prepare graduate students to teach introductory, college-level writing courses; and (3) to work with some of the intersections between composition studies and rhetoric, or literary theory. In 1996-1997 the course will be taught in each semester; first year M.A. students wishing to be considered for a teaching fellowship should plan to take it either in the fall or the spring semester.

*Paul Doherty
Lad Tobin*

EN 835 Literature, Religion and Theory (F: 3)

A course designed to search for critical discourses that will explore the religious and spiritual dimension of works of literature, in the context of contemporary critical issues. Since the available critical discourse in religion and literature is currently so impoverished, the emphasis of the course will be on primary literary works like stories by Flannery O'Connor, Carver, Dinesen, Lawrence, and Cisneros, screenplays by Bergman and Andre Gregory, religious discourse by C.S. Lewis, and St. Therese of Lisieux, poems by Larkin, Stevens, Arnold, Browning and others. Other works are at once primary texts but also suggestive models for such discourse: works by Kierkegaard, Rosemary Haughton, Frederic Jameson, Etty Hillesum, Geoffrey Hartman, and Frank Lentricchia.

Dennis Taylor

EN 836 Media, Culture, Narrative (S: 3)

This course attempts to integrate a number of recent research developments within the history-of-the-book, authorship, reading, and journalism; more generally, it examines recent theoretical inquiries about the relationship between narrative, ideology, and culture. Centering almost exclusively on American material from the nineteenth and twentieth centuries, the focus will be on the relationship between the cultural and social positioning of media forms and the practices of cultural, literary, and historical interpretation.

Christopher Wilson

EN 839 Introduction to Gender Theory (S: 3)

In this course we will read some classic texts in lesbian and gay studies and queer (or gender) theory, and then consider specific applications of gender theory to Literary Studies, film studies, history, and AIDS policy. Student presentations will require original research on the local lesbian/gay/bisexual/transsexual political scene.

Anne Fleche

EN 849 Romantic Texts and Contexts (F: 3)

In this course we will read and re-read a number of Romantic-era poems, drawn from both familiar and newly rediscovered authors, as we examine how these works have been contextualized in recent literary criticism and theory. The poets we will consider include Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, as well as several women poets of the era including Barbauld, Hemans, and Landon. We will elicit a

variety of contexts against which to read selected lyric, narrative, and dramatic poems, drawing on historicist, feminist, Marxist, poststructuralist, "new" formalist, and other approaches in an atmosphere of democratic eclecticism tempered by critical skepticism and scholarly rigor. The goal of the course is to increase students' familiarity with both canonical and non-canonical poets of the Romantic period, and to augment their critical and theoretical sophistication in reading and writing about poems and their contexts.

Alan Richardson

EN 851 Race and Literary/Cultural Studies (S: 3)

In this course we will investigate the relationship between racial subjectivity and literary/cultural texts, focusing mainly but not exclusively on cultures of the United States. We will begin with an interrogation of the categories of race, ethnicity, class, and nation, and then discuss these definitions in relation to categories of African-American literature, Asian American literature, minority discourse, etc. Throughout the course we will remain conscious of how narratives of race simultaneously inscribe narratives of class, gender, sexuality, and nation. Although the main focus is on literature, we will also discuss music, media, and popular culture.

Juliana Chang

EN 856 Quintessential Shaw: Selected Plays and Diatribes (F: 3)

Students in this course will study a dozen representative plays spanning fifty years of Bernard Shaw's amusingly contentious career. Close reading of the texts of the plays (from both a literary and a theatrical perspective) will be supplemented by readings in Shaw's prefaces, reviews, letters, and various other diatribes, as well as in several scholarly books and articles about Shaw and his work.

Kristin Morrison

EN 857 American Nature Writing (F: 3)

A historical, critical, and ecocritical study of nature writing in America regarded as a distinct literary genre with conventions and openly ideological aims all its own. Authors will include Emerson, Thoreau, Bertram, Anderson, Muir, Leopold, Abbey, Berry, Dillard, Snyder, and others. We will consider both the problems and the pleasures that arise when writers take nature as their subject, and we will read the literature they produce from the perspective of the realization that when we read a book we are holding a dead tree.

Robert Kern

EN 858 Debates and Issues in Postcolonial Studies (F: 3)

The study of modern colonialism and its production of the third world has recently been systematized into a field of study called "postcolonial theory." However, scholars have acknowledged that the field not only comprehends methodologies and concerns from disciplines such as anthropology, political science, and sociology, but is itself rather ambiguous in its specific object of study. However, if we are to identify founding analytical categories for postcolonial studies, it is Empire and the notion of the three worlds in all their connotative and denotative aspects. The course will be divided into three segments: (1) the discourses of colonialism and anticolonialism—writers such as Fanon, Senghor, Césaire, and

Gandhi who dealt with issues such as negritude, revolution, and soul force; (2) the critiques of postcoloniality—writers such as Edward Said, Gayatri Spivak, Homi Bhabha, and CLR James who have raised the issues of Orientalism, cultural translation, hybridity and authenticity, and the problem of identity politics, etc; and (3) the contemporary debates within postcolonial studies, pertaining to Marxism, psychoanalysis, postmodern, third world literature and film, which have acquired a contentious and controversial cast within academia. We will ask questions such as what is the relation of postcolonial studies to American multiculturalism; how does the theorization of neocolonialism impact the pedagogy of so-called third world literature; what are the implications of such a branch of study burgeoning in the first world; to what extent does such scholarship affect our perception of English literary studies; how and when does ideological criticism become advocacy, etc. Thus we will be concerned throughout with pedagogy, politics, and literary analysis. We will also read a few short stories and novellas to acquire a context for the discussion of third world literature and pedagogy.

Kalpana Sesbadri-Crooks

EN 859 Psychoanalysis and Narrative (S: 3)

In this course we will examine the role of narration in psychoanalytic theory, both as an element in its content and as a stylistic device in its practice. We will consider such problems as the part played in narrative structure in the activity of theorizing, particularly in theorizing about sexuality; the relation between scientific discourse and narration; the genre of the psychoanalytic case history; and the relation of the uncanny to narrative fiction. Readings will probably include psychoanalytic texts by Freud, Lacan, Kristeva, and others and literary texts by Hoffman, Poe, Duras, and others.

Robin Lydenberg

EN 868 Seminar: Critical Approaches to Milton (F: 3)

This seminar will explore the major poetry and prose of John Milton through recent critical debates about the construction of subjecthood, the presentation of gender, and the relations between historical events and literary texts. Primary texts will include *Lycidas*, *Comus*, the *Sonnets*, *Areopagitica*, the *Divorce Tracts*, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Secondary readings will consist mostly of critical essays on Milton's poetry and prose from a number of theoretical positions, including feminist practical criticism, applied psychoanalytic criticism, genre theory, and New Historicism.

Amy Boesky

EN 869 Seminar: Critical Approaches to 19th Century British Fiction (S: 3)

This course will read Victorian fiction in light of Foucauldian arguments about surveillance and literature's inscription in relations of domination in D. A. Miller's *The Novel and the Police*, and post-Foucaultian discomforts with those arguments in Kucich, Newton, and others. The class will consider *Vilette*, *Bleak House*, *Daniel Deronda*, *Diana of the Crossways*, *Marcella*, and *Kim* along with A.C. Doyle's *The Sign of Four* and R.L. Stevenson's *Dr. Jekyll and Mr. Hyde*.

Judith Wilt

EN 882 Bibliography and Method (S: 3)

This course introduces students to the basic tools of scholarship, including the most essential reference works for research in the humanities. We will look at bibliographies, dictionaries, encyclopedias, style guides, glossaries, concordances, library catalogues, guides to scholarship, anthologies of basic readings, and many others. Some time will be spent on the manuscript culture of the pre-Gutenberg world, the history of the printed book, and the development of electronic and computerized information. A substantial portion of the course will be devoted to exploring resources on the Internet and other electronic media. The course will conclude with an overview of literary theory, with a view to finding and using reference tools amongst the current plethora of competing and overlapping theoretical approaches.

Robert Stanton

EN 883 Electronic Bibliography (S: 3)

This course provides an introduction to the traditional skills in bibliography, research, and criticism required of graduate students in our profession. In addition, this course will introduce new methods made possible by computer networks, including use of BitNet and the Internet, Usenet, scholarly discussion lists, Telnet, and Gopher. No previous computer skills are required, though they would obviously be helpful. Access to a personal computer (preferably Macintosh) would also be helpful, although it is not required.

James Wallace

EN 884 The Writing and Teaching of Fiction (S: 3)

This course will be both a fiction workshop and a place to examine approaches to teaching creative writing at the high school and college level. For the workshop component, students will be asked to produce a steady stream of fiction and to critique each other's work. A portion of each class meeting will be devoted to examining the pedagogical issues raised by the workshop format. Students will be asked to design a month-long creative curriculum for use in a high school or college classroom. The primary text for the course will be the fiction written by its members; we will also read published short fiction, as well as books and articles on the teaching of creative writing.

Elizabeth Graver

EN 885 The Growth of Paetic Satire 17th and 18th Centuries (S: 3)

One of the most interesting (and puzzling) facts about the Restoration and 18th century is that although satire was officially considered a minor genre, vastly inferior to epic and heroic drama, most of the greatest English poems produced

during the period were satires. This course will investigate how this came to be.

Works read will include the poems of such Renaissance satirists as Donne, Hall, and Martson (in light of the satiric conventions they inherited from the Middle Ages); selected satires of Juvenal and Horace; sections of *Paradise Lost*; selected satires, translations, and critical works of Dryden and Pope; and satires of such later 18th-century satirists as Young, Johnson, and Churchill. We shall also consider how the growth of poetic satire was influenced by political developments during the Restoration.

William Youngren

EN 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

EN 899 Readings and Research (F, S: 3)

The Department

EN 932 Ph.D. Seminar: Society and Sociability in 18th-Century Britain (F: 3)

An exploration of competing definitions of society and sociability as they emerge across a range of literature and cultural texts. Readings include the journalism of Addison and Steele, the poetry of Pope, and the fiction of Burney. We will consider the significance of places like the opera, the coffee house, and the tea table. Habermas, Stallybrass and White, Foucault, and others will provide the theoretical context. Special attention will be paid to the role of class and gender, and the formation of "public" versus "private."

Beth Kowaleski-Wallace

EN 933 Ph.D. Seminar: Irish Theatre 1890-1930 (S: 3)

A study of Irish theatre during and immediately before and after the so-called literary renaissance associated with W. B. Yeats. Particular attention will be paid to the problematic evolution of a *de facto* canon of Irish national drama centered at the Abbey Theatre, and to the ethnic, religious, linguistic, philosophic, or stylistic criteria by which individual writers were included, excluded, or ignored. Among playwrights to be studied will be Wilde, Shaw, Yeats, Gregory, Synge, Fitzmaurice, O'Casey, and Johnston. Students will be expected to take advantage of the Burns Library's extensive Irish holdings to do research in contemporary source materials. The course will conclude by reading more recent plays by authors like Beckett, Deevy, Friel, Keane, Murphy, McGuinness, Kilroy, and Barry in which these is-

ssues continue to be addressed. Students with a reading knowledge of Irish will have an opportunity to work with Gaelic scripts from the period. Knowledge of Irish is not, however, required or expected.

Philip O'Leary

EN 934 Advanced Research Colloquium (S: 3)

This colloquium is concerned not only with refining research methods but, more centrally, with maximizing opportunities for producing original scholarship and exploring various means for disseminating one's work. One concrete objective of the course will be planning, producing, or refining (in consultation with advisors in the student's field) a dissertation prospectus, with special attention to the question of how (and whether) to write the dissertation with eventual book publication in mind. In addition to the dissertation/book, we will discuss producing and placing journal articles and proposing and submitting scholarly talks and panels, and will practice writing abstracts, cover letters, and responses to reader's reports. The course will also cover grant-writing and funding opportunities, such as "minor" academic genres as book reviews and entries for reference works, and various ways of entering into productive exchange with scholars at other institutions through individual contact, attending conferences, taking advantage of local seminars and lectures, and computer networking. The colloquium will give students a structured and supportive environment not only for refining their dissertation plans, but for planning beyond the Ph.D. and, envisioning an early career trajectory and preparing to meet the demands (and harvest the rewards) of professional life. This course is ordinarily taken by doctoral students in the third or fourth year of their programs, but is open to others by permission of the instructor.

Alan Richardson

EN 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

EN 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

FINE ARTS

FACULTY

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

John Michalczyk, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

John Steczynski, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

Josephine von Henneberg, *Professor*; Doctor in Letters, University of Rome

Elizabeth G. Awalt, *Associate Professor*; B.A., Boston College; M.F.A., University of Pennsylvania

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Jeffery W. Howe, *Associate Professor*; A.B., Carleton College; Ph.D., Northwestern University

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Nancy Netzer, *Associate Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

Andrew Tavarelli, *Visiting Artist and Adjunct Associate Professor*; B.A., Queens College



PROGRAM DESCRIPTION

Although the Fine Arts Department does not offer an advanced degree, the courses listed below as well as some of those found in the Undergraduate Catalog can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. For details, inquire at the Fine Arts Department office.

COURSE OFFERINGS

Art History

FA 311 Greek Art and Archaeology (F: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture, and painting. This class will consider the art of Minoan Crete and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments. Special topics will include the following: the disappearance of the Minoans, the physical evidence of the Trojan War, the religious sanctuaries of ancient Greece, and Phidias and the High Classical style at Athens.

Kenneth Craig

FA 327 (HS 314) Early Medieval Art in Ireland and Britain (F: 3)

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period, and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic, and Mediterranean worlds. Students of art history, history, medieval studies, and Irish studies are encouraged to enroll.

Nancy Netzer

FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The High Renaissance was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this

era will be examined as well as their influence on subsequent artists.

Josephine von Henneberg

FA 341 Age of Durer (S: 3)

This course will study painting and printmaking in Germany and the Netherlands in the sixteenth century. We will consider the works of masters like Durer, Holbein, Bosch, and Bruegel among others, attempting to see their works in the context of the great religious and social upheaval of the Reformation.

Kenneth Craig

FA 342 Age of Rembrandt (S: 3)

This course is about the golden age of painting in Holland. In the seventeenth century the prosperous Dutch middle class became passionate art collectors. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes, and portraits, as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, and Frans Hals.

Kenneth Craig

FA 347 Italian Baroque Art and Architecture (F: 3)

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, found its highest expression in the Italian masters such as Caravaggio, the Carracci, Bernini, and Borromini. Their powerful works influenced all of Europe and profoundly changed the face of the city of Rome. This course will discuss the painting, sculpture, and architecture produced in Italy in the seventeenth century, and the historical environment that nurtured it with particular emphasis on Rome.

Josephine von Henneberg

FA 361 Issues in Contemporary Art (S: 3)

This course looks at developments in art since 1960, including pop art, minimalism, conceptual art, earthworks, performance and installation art, and public art. Among the topics to be discussed are the relationship between art and audience, between art and the art market, artistic identity and its relationship to ethnic and sexual identity, the significance of the terms modernism and post-modernism, and the recent trends in literary theory (such as post-structuralism and deconstruction). The course includes a bus trip to New York City.

The Department

FA 362 American Landscape Painting (S: 3)

This course will concentrate on the aesthetic and social factors that endowed landscape painting, with a particular importance for a civilization that sought to define itself in terms of its environment rather than its traditions. Some of the painters we will consider include Thomas Cole, Frederick Church, Winslow Homer, the American Impressionists, and Edward Hopper; the poetry and prose of Bryant, Emerson, Whitman, and Thoreau will also be reviewed.

Charles Colbert

FA 364 (HS 238) Arts in American History (S: 3)

An interdisciplinary investigation of the representation of history in art, and the role of art as a part of history. The team-taught course will focus on American art and history from the Civil War to the present. Concepts of history as well as concepts of art and style changed significantly during this time period. By combining faculty from

the departments of History and Fine Arts, we hope to elucidate the problems of using art as a historical document.

Jeffery Howe

FA 380 Latin American Film (S: 3)

This course will focus on contemporary film of Latin American countries from Mexico to Chile and from Argentina to Cuba. It will study diverse issues of these countries such as poverty, unemployment, colonialism, and political oppression as they impact upon human relationships. Original independent films as well as literary adaptations such as *Kiss of the Spider Woman* will be an integral part of the course. These films will stand in strong contrast to the traditional and stereotypical image of Latin America as fabricated by Hollywood.

John Michalczyk

FA 381 Propaganda Film (F: 3)

From its very birth in 1895, the cinema has been used internationally as a celluloid weapon. This course provides, on one hand, an analysis of approximately ten films and their parallel literary works of a socio-political nature to support this fact, and, on the other hand, the context of the myths that yields these films: Communism/anti-Communism, Fascism/anti-Fascism.

John Michalczyk

FA 384 History and Art History into Film (F, S: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design, and the making of production boards.

Pamela Berger

FA 401 Seminar in Art Historical Research (F: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

Jeffrey Howe

FA 403-404 Independent Work (F: 3-S: 3)

This course may be offered from time to time to allow students to study a particular topic that is not included in the courses that are offered.

The Department

FA 453 Psychoanalytic Approaches to Art (F: 3)

The focus of this seminar will be on such late 19th century artists as Manet, Gauguin, Cezanne, and van Gogh, and those psychoanalytic ideas that have been and have yet to be applied to art. Our particular concern is the lack of attention paid to art historical context, iconography, and the evolution of style.

Katherine Nabum

Studio Art (Including Film and Photography)

Note: A lab fee is charged in most studio courses.

FS 301-302 Drawing IV: Figure; Drawing V: Figure (F: 3-S: 3)

Prerequisite: FS 204 or permission of the instructor

The course uses the human figure to direct a student's development toward more expression

and individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies and the second semester stresses stylistic and spatial experimentation—seeing the figure as a component within a total composition. *Lab fee required.*

Mary Sherman

FS 323 Painting IV: Landscape (F: 3)

Prerequisites: FS 223–224 or permission of the instructor

Students will paint directly from the local landscape, and these paintings will serve as source materials for large scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. *Lab fee required.*

Andrew Tavaralli

FS 324 Painting V: Figure (S: 3)

Prerequisite: FS 223–224 or permission of the instructor

During the first portion of the semester, students will strengthen their observational and technical skills by painting directly from the model. As the semester advances, students may incorporate additional figurative imagery culled from photographs and the media into their paintings. At the conclusion of the semester, the figure in the landscape may be introduced. It is assumed that students are working toward developing a personal vision upon entering this class, and they will be free to work either representationally or abstractly. *Lab fee required.*

Andrew Tavaralli

FS 385–386 Independent Work (F: 3–S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently under the direction of a member of the Department.

The Department

FS 485–486 Independent Work (F: 3–S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently under the direction of a member of the Department.

The Department

FS 499 Senior Seminar: The Artist's Journal (S: 3)

Prerequisite: For Studio Art majors, or with the permission of the instructor

An advanced course that rotates among the full-time studio faculty, using each person and her/his expertise as a resource for an in-depth exploration of a designated focus. Inquire at the departmental office for the current teacher and focus.

Mary Sherman

GEOLOGY AND GEOPHYSICS

FACULTY

Emanuel G. Bombolakis, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor*; Chairperson of the Department; A.B., Colgate University; A.M., Ph.D., Harvard University

Benno M. Brenninkmeyer, *Associate Professor*; A.B., Boston College; Ph.D., University of Southern California

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

David C. Roy, *Associate Professor*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

David P. Lesmes, *Assistant Professor*; B.A., University of California, San Diego; Ph.D., Texas A&M University



PROGRAM DESCRIPTION

Master of Science Program

The Department offers graduate courses and research programs in a variety of subjects leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in Geology, Geophysics, and Environmental areas. Such multi-disciplinary preparation is particularly useful for stu-

dents seeking future employment in industry.

The Department, with approximately 25 graduate students in residence, is housed in Devlin Hall, and has additional research facilities at Weston Observatory. Students enjoy a close working relationship with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the Earth Sciences as well as the ability to carry out research. Such preparation will enable students to be successful in their careers as geoscientists, whether they choose employment in industry, government service, or continue their studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in Geology, Geophysics, and Environmental subjects. Research in the Department covers a broad range of topics, including the following: Coastal Sedimentation, Physical Sedimentation, Seismology (including crystal studies of New England using the 20-station New England Seismic Network at Weston Observatory), Geomagnetism, Structural Geology, Igneous and Metamorphic Petrology and Geochemistry, (including Neutron Activation Trace Element analyses), Aqueous Geochemistry and Environmental topics. Many of these various types of studies are being integrated by faculty and students to better understand the geology, geophysics, and evolution of the Northern Appalachians. Government fellowships and grants are available to qualified students. The Department also offers a number of Teaching and Research Assistantships.

APPLICATION

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in Geology or Geophysics with courses in mathematics, physics,

chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one or more of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests, and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required. Applications may be made at any time. However, to be assured of consideration for September admission, they must be received by *May 1*. Applications from those applying for financial aid and assistantships for September need to be completed by *February 1*. Later applications will be considered for financial aid if funding is available.

Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives is developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geo-sciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics,

ics, and chemistry. A minimum of 10 courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. A maximum of two required courses are allowed for the M.S. thesis. Usually, no more than one Reading and Research course (GE 798, 799) may be applied toward the minimum course requirement. All students are required to maintain a 3.0 average in all Departmental courses, as well as in undergraduate courses (0-299) in the other sciences and mathematics. A comprehensive oral examination is required of each student. Three bound copies of the M.S. thesis are required upon completion of the research; two copies are presented to the Graduate School of Arts and Sciences and one copy to the Department.

Master of Science in Teaching Program

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in cooperation with the Graduate School of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least 5 courses are in the earth sciences, 5 courses in education, and 6 credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application should be submitted to the Graduate School of Education. However, prospective students must be accepted by the Graduate School of Education and the Department of Geology and Geophysics.

Requirements for the M.S.T. Degree

The five (5) required courses in the earth sciences must be chosen from among the following: 2 courses from Introduction to Geology and Geophysics I and II or Structural Geology I, and 1 course from each of the following groups: (1) Mineralogy, Regional Stratigraphy, or Paleontology; (2) Meteorology, Oceanography, or Astronomy; and (3) Petrology I and II, Structural Geology I or II, Marine Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, and the other part is given by the Graduate School of Education.

Cooperative Program

The Department is part of a cooperative program with the Department of Geology at nearby Boston University, as well as the Department of Civil Engineering at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or

Tufts. A list of these courses is available in the Departmental office.

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. Located 10 miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a twenty-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas.

COURSE OFFERINGS

For undergraduate courses numbered below 300 consult the Undergraduate Catalog.

GE 302 Geochemistry

Prerequisites: College Chemistry, GE 200, or equivalent

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects to be discussed will include nucleosynthesis, isotope geology, water chemistry, and chemical changes during formation of sedimentary, metamorphic, and igneous rocks. *Not offered 1996-97*

Rudolph Hou

GE 325 Geologic Computing and Computer Graphing (S: 3)

The focus of this course is on applications of desktop workstations to solutions of problems in earth science disciplines. Solution strategies will include effective data management, data processing, and statistical and graphical analysis.

The Department

GE 330 Principles of Paleontology

Prerequisites: GE 132, 134 or equivalent, or permission of the instructor

This is an introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment. *Not offered 1996-97*

The Department

GE 350 Regional Geology of North America

Prerequisites: GE 132-134, GE 264 or equivalent

This is a systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. *Not offered 1996-97*

The Department

GE 385 Structural Geology II, Analytical Aspects

Prerequisites: GE 132 and 134 or equivalent, one year of college calculus, PH 211 or equivalent

A history of the development of structural geology will be presented during the first several

lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics. One additional two-hour problem session laboratory per week (GE 386). *Not offered 1996-97.*

E.G. Bombolakis

GE 391 Introduction to Geophysics

Prerequisites: GE 132, 134; MT 200-201; PH 211-212

This is an introduction to the methods of observation and interpretation of geophysical phenomena. Topics include seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces. *Not offered 1996-97*

John F. Devane, S.J.

GE 400 River and Lake Environments

Prerequisites: GE 132, 133

In modern times the management of river flows, their watersheds, and their sediment burden have become ever more crucial as human populations have grown. The dynamics of rivers and the networks they form will be a focus of this course. Fluid flow and sediment transport in channels and their effects on channel and valley morphology will be treated. The effects of water management on the Colorado and Nile rivers will be studied. *Not offered 1996-97*

David C. Roy

GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (S: 3)

Prerequisites: GE 132, MT 100-101 or equivalent

A survey of the techniques currently available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites according to the extent and type of contamination will be defined and quantified. The remediation techniques currently in use for cleaning up contaminated soils and bedrock will be discussed. Technologies currently in use for remediation will be evaluated for their technical soundness and cost effectiveness. In many cases, valid techniques for cleanup exist but are cost prohibitive. Long term monitoring of remediated sites, as well as characterized sites that must be remediated, will be discussed. Criteria for assessing the completeness of remediation will be presented.

The course will consist of lectures, student presentations of case studies, and field trips to sites undergoing environmental characterization and remediation.

Randolph Martin III

GE 418 Hydrogeology (S: 3)

Prerequisites: CH 109-110, MT 102-103, PH 209-210 or 211-212 (may be taken concurrently)

This is an introductory course in ground water hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology, and field methods of site characterization. Includes laboratory demonstrations and computer exercises. *David Lesmes*

GE 424 Environmental Geophysics I (F: 4)

Prerequisites: MT 102-103, PH 209-210 or 211-212 or permission of instructor

This is a practical course in the methods of geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include the following: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials, ground penetrating radar, and seismic refraction and reflection. In this course students will conduct geophysical investigations of selected field sites. Relevant lectures will be given on field methodology, instrumentation, theory, and interpretation. Discussion/Laboratory (GE 425) is a corequisite for this course.

David Lesmes

GE 426 Environmental Geophysics II (S: 4)

Prerequisites: MT 102-103, PH 209-210 or 211-212

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications, as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing, and presentation of seismic refraction and reflection data. Discussion/Laboratory (GE 427) is a corequisite for this course and is an introduction to seismic field and interpretation techniques.

John E. Ebel

GE 470 Engineering Geology (F: 3)

Prerequisites: GE 132-134 or equivalent, PH 209-210 and CH 109-110

This course deals with the kinds of behavior of sands, silts, clays, and rocks commonly encountered in engineering and environmental problems. These problems include ground settlement, quick sand conditions, sand liquefaction, slope stability, retaining wall failures, quick clay failures, and classic large-scale failures such as the Teton Dam disaster.

E.G. Bombolakis

GE 475 Geotechnology (S: 3)

Prerequisites: GE 418, MT 202 and Microcomputer use or permission of the instructor. It is expected that the students have familiarity with the use of an IBM-PC or compatible microcomputer. It is not required to know computer programming. Each one of the aspects of the course is covered by the use of a computer program.

This is the second course that is designed to introduce students to the field of Geotechnical Engineering. This course focuses on the following aspects of soil mechanics: stress distribution, 1-D Settlement Analysis, 1-D Time Rate Settlement (Consolidation theory), and Bearing Capacity of Shallow Foundations and Slope Stability Analysis. The analytical basis and assumptions for each one of these subjects is presented, and example problems are described.

Alfredo Urzua

GE 484 Chemistry of Natural Water Systems

Prerequisites: College level introductory chemistry and calculus

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their sur-

roundings. Understanding of these processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems. *Not offered 1996-97*

Rudolph Hon

GE 500 Potential Field Theory

Prerequisites: MT 202, PH 211-212

This course is an introduction to the mathematics of potential fields that is used to describe such geophysical phenomena as the earth's gravitational and magnetic fields. The vector theorems of Gauss, Stokes, and Green are presented, and potential methods of solving Laplace, Poisson, diffusion, and wave equations under appropriate geophysical conditions are presented. Applications of these theories are made to practical problems in geophysics. *Not offered 1996-97*

The Department

GE 510 Internship and Seminar in Environmental Geosciences (F: 3)

Prerequisite: Permission of instructor

This seminar is provided for qualified upper-division undergraduates and graduate students serving as interns in industry, in government, or in non-profit organizations during the semester or the previous summer. The subject of the project and the activities of the internship must be approved in advance by the instructor prior to enrollment, and a final report or other suitable documentation of the results of the internship will be due at the end of the semester. Students will meet, at least every other week, with the instructor and other interns to report on the nature and progress of their intern activities. Internships will be sought by the Department, but suitable internships obtained by students may be submitted to the instructor for approval. In some semesters the seminar may involve a group project on some environmental topic suggested by an outside organization or developed by the instructor.

Charles M. Spooner

GE 520 Sedimentary Petrology

Prerequisites: GE 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediment, sedimentary provenance, and depositional environments will be explored. *Not offered 1996-97*

David C. Roy

GE 523 Phase Equilibria in Environmental and Geological Sciences

Prerequisites: Mineralogy (GE 200) or equivalent; multivariate calculus

Geochemical equilibria in natural and environmental systems provide a key toward understanding geological processes at the surface, in the near-subsurface, as well as deeper in the crust and in the interior of the planet. Theory of phase equilibria is based on thermodynamic principles that will be the topics of the first part of the course. Simple examples of equilibria and their application to mineralogical systems will be followed by an extension of the theory into a domain of heterogeneous equilibria and theory of equilibria of mixed components. These principles will be applied to equilibria in sedimentary, metamorphic,

and magmatic systems, as well as to equilibria in the aqueous solutions and their interactions with natural solid materials (rocks, soils, etc.). The course will meet twice a week. Students will be expected to use microcomputers in problem solving. *Not offered 1996-97*

Rudolph Hon

GE 526 Igneous Petrology

Prerequisites: GE 272, 525 or equivalent

The origin and evolution of molten silicate-solid rock systems are reviewed in light of chemical, experimental, and petrographic evidence. Principles of phase equilibria; liquid-solid-vapor interactions; sources of thermal energy and their relation to tectonic environments; rheological properties of solid, semi-solid, and liquid rock states; classification and tectonic interpretation; and major and trace element geochemistry are among the many topics discussed in this course. *Not offered 1996-97*

Rudolph Hon

GE 528 Metamorphic Petrology

Prerequisite: GE 272 or equivalent

This course examines the nature and origin of rocks that formed by metamorphism of pre-existing rocks. Topics will include the interpretation of mineral assemblages, their phase relations, and the pressure-temperature regimes of metamorphism. *Not offered 1996-97*

J. Christopher Hepburn

GE 530 Marine Geology

Prerequisites: GE 132, 134, 272

Recent geological, geophysical, and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heat flow, and magnetic data. *Not offered 1996-97*

The Department

GE 539 Coastal Geology (F: 3)

Prerequisites: GE 132, 134, MT 200-201 or MT 204, PH 211

This course reviews the processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines, sea level changes, beach, paludal, deltaic, evaporite, and carbonate environments. Special attention is given to shallow water hydrodynamics.

The Department

GE 542 Seminar in Environmental Geoscience: The Geotechnical Bases for Governmental Policies and Regulations (S: 3)

Through guest lecturers, expert in their regulatory and technical fields, this course will examine policy and scientific issues concerning the quality of the environment. Topics will include the Clean Air Act and air quality measurements; the Safe Drinking Water Act and water resource protection; the Toxic Substance Control Act and health effects from environmental pollutants; and the disposal of hazardous and solid wastes.

Charles M. Spooner

GE 543 Plate Tectonics and Mountain Belts

Prerequisites: GE 285 and GE 272

The idea that the surface of the earth is not fixed but moves in response to convection currents in the asthenosphere has revolutionized geology. While a great deal is known about Plate Tectonics, the full implications of this theory are

subject to much current research and debate that will certainly continue to be a focus of geological thought well into the future. A particular emphasis will be on the use of Plate Tectonic processes in the interpretation of the origin of mountain belts and other large-scale geological structures. Both modern and ancient examples will be discussed, as will current ideas for the analysis of exotic terrains. *Not offered 1996-97*

J. Christopher Hepburn

GE 547 Advanced Structural Geology

Prerequisite: Consent of instructors

The course begins with an introduction to deformation of the lithosphere, culminating in a comparison of the North American Cordillera with the Appalachians. This comparison involves the principles of deformation of materials and the analyses of stress and strain in order to analyze stress-strain and stress-strain-time behavior of the lithosphere. Initially, the subsidence of continental margins, subsidence due to extension and subsidence due to sedimentation in basins are treated in introductory quantitative terms. Then deformation mechanisms such as elasticity, thermal expansion, plastic deformation, pressure solution, and compaction are incorporated into the analysis of faults, faulting processes, folds, folding processes, including the development of several types of intrusive structures. Three hours of lecture per week. *Not offered 1996-97*

*E.G. Bombolakis
R.J. Martin III*

GE 550 Geostatistics

Prerequisites: GE 115, 125 or equivalents; Computer Programming recommended

This course is a practical approach to statistical and probabilistic procedures for the acquisition, analysis, and interpretation of geologic and ecologic data. It is an introduction to mathematical models of gaussian and non-normal populations. Both single-variable and multivariable problems will be considered. *Not offered 1996-97*

The Department

GE 572 Geophysical Data Processing (F: 3)

Prerequisites: MT 201 or 202, PH 211-212, and background in computer programming, or permission of instructor

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.

Alan Kafka

GE 610 Physical Sedimentation

Prerequisites: GE 132, 134, 264, 272; MT 100-101; PH 211

This course is a study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Laboratory GE 611 required. *Not offered 1996-97*

David C. Roy

GE 612 Rock Physics (F: 3)

Prerequisite: Consent of instructor

An introduction to the physical and chemical properties of rocks and soils. The focus of the course is on how the microscopic properties of rock-soil systems affect macroscopic geologic processes and geophysical observations. The course is aimed at advanced geology and geophysics students with interests in the following areas: environmental and geotechnical fields, petroleum and mineral explorations, and remote sensing. The lectures and a weekly laboratory will cover both theoretical and experimental aspects of the subject.

David Lesmes

GE 635 Groundwater Modeling (F: 3)

Prerequisites: Knowledge of 2nd year Calculus, Introductory Physics, Fortran (or any other computer language), and some experience with an IBM personal computer or consent of the instructor.

Topics in this lecture course will include a review of the fundamental principles of groundwater flow; finite difference method as applied to steady state and transient flow problems; and introduction to the finite element method as applied to steady state and transient flow problems. Microcomputer versions of MODFLOW, AQUIFEM, and FLOWNET are introduced.

Alfredo Urzua

GE 660 Introduction to Seismology

Prerequisites: GE 134 or equivalent, MT 200-201 or MT 204 (may be taken concurrently)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, focal mechanisms, and fault-plane solutions. *Not offered 1996-97*

Alan Kafka

GE 661 Theoretical Seismology

Prerequisites: PH 480, GE 660 or equivalent

This is an advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data, and dislocation theory of earthquakes are included. *Not offered 1996-97*

Alan Kafka

GE 662 Geomagnetism

Prerequisites: GE 391, GE 500

This course includes an analysis of the Earth's magnetic field in space and time. Included are the origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth, and paleomagnetism and its relationship to theories of global tectonics. *Not offered 1996-97*

John F. Devane, S.J.

GE 663 Gravity Fields

Prerequisite: PH 480 or equivalent

This course includes the following: derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modeling, and satellite geodesy. *Not offered 1996-97*

The Department

GE 668 Inverse Theory in Geophysics

Prerequisites: MT 305, Programming Experience in FORTRAN or C

The theory of the linear and non-linear inversion of data for model parameters, and its application to various problems in geophysics is pre-

sented. Theories such as the generalized inverse, the stochastic inverse, and the maximum likelihood inverse are developed. The theory and practical application of non-linear inversion are discussed. *Not offered 1996-97*

John E. Ebel

GE 672 Physics of the Earth

Prerequisite: Permission of instructor

An advanced seminar course covering topics related to the physics behind plate tectonics. Topics include crystal deformation properties, the gravitational seismic and thermal structures of the earth, and mantle convection and the driving forces of plate tectonics. *Not offered 1996-97*

John E. Ebel

GE 690 Tectonics of the Appalachian Orogen and Related Terrains

Prerequisites: GE 285, 290, 526, 528

The most significant literature on the nearly one billion year evolution of the component terrains that now comprise this Circum-Atlantic mountain system will be reviewed and analyzed. Stratigraphic, structural, petrologic, and related geophysical, geochemical, and paleontological parameters important for holistic tectonic reconstructions will be emphasized. *Not offered 1996-97*

James W. Skehan, S.J.

GE 792 Applications of Geographical Information Systems (GIS) (S: 3)

Geographical Information Systems (GIS) is an integrated software environment that has two parts: information handling (data management) for both information organization and retrieval, and a second part that allows visual display of data in a graphical form on a map (geographical coordinate system). This course is designed to give students a working knowledge and a practical experience in applying computers in their studies and/or research. An introduction and overview of Geographic Information Systems (GIS), along with extensive practical experience, will be the primary focus of this course. Special significance will be given to application of GIS to geological and geophysical studies, with particular emphasis on data integration, spatial RDBMS, and powerful graphics output capabilities of GIS. ARC/INFO is particularly designed to handle data and information related to mapping (geological and geophysical maps, land use, and even marketing). Many of the assignments will use maps. Complementing the introduction and overview will be in-depth training using graphics, workstations, and terminals.

The Department

GE 794 and 796 Seminar in Geology (F: 3-S: 3)

This course is an analysis and discussion of topics of current interest in geology.

The Department

GE 795 and 797 Seminar in Geophysics (F: 3-S: 3)

This course is an analysis and discussion of topics of current interest in geophysics.

The Department

GE 798 Reading and Research in Geophysics (F: 3-S: 3)

A research study of a topic in geophysics under the supervision of a faculty member. Permission of a faculty member is required in advance of enrollment.

The Department

GE 799 Reading and Research in Geology
(F: 3-S: 3)

A research study of a topic in geology under the supervision of a faculty member. Permission of a faculty member is required in advance of enrollment.
The Department

GE 801 Thesis Seminar (F: 3-S: 3)

This is a thesis research course under the guidance of a faculty member.
The Department

GE 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.
The Department

GERMANIC STUDIES

FACULTY

Christoph Eykman, *Professor*; Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Michael Resler, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Rachel Freudenburg, *Assistant Professor*; B.A., M.A., Wayne State University; Ph.D., Harvard University



Although the Department of Germanic Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

GM 061 Intensive Reading in German
(Summer: 1)

This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas. No previous knowledge of German is required.

Christoph Eykman

HISTORY

FACULTY

Thomas H. O'Connor, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

Andrew Bunie, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

James E. Cronin, *Professor*; Chairperson of the Department; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Radu R. Florescu, *Professor*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

John L. Heineman, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

Raymond T. McNally, *Professor*; A.B., Fordham University; Ph.D., Free University of Berlin

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Alan Reinerman, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

Lawrence Wolff, *Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

Silas H. L. Wu, *Professor*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Paul Breines, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

Robin Fleming, *Associate Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Ellen G. Friedman, *Associate Professor*; B.A., New York University; Ph.D., C.U.N.Y. Grad School

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

R. Alan Lawson, *Associate Professor*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

William P. Leahy, S.J., *Associate Professor*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University; President

Deborah Levenson-Estrada, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

Roberta Manning, *Associate Professor*; A.B., Rice College; A.M., Ph.D., Columbia University

Rev. Francis J. Murphy, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

Thomas W. Perry, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Carol M. Petillo, *Associate Professor*; Director of Graduate Studies; A.B., Montclair State College; A.M., Ph.D., Rutgers University

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Alan Rogers, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

John H. Rosser, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Mrinalini Sinha, *Associate Professor*; M.A., Jawaharlal Nehru University; M.A., Ph.D., S.U.N.Y.

Paul G. Spagnoli, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

Frank Fonda Taylor, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

L. Scott Van Doren, *Associate Professor*; A.B., Oberlin College; A.M., Ph.D., Harvard University

Marilynn S. Johnson, *Assistant Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Cynthia Lylerly, *Assistant Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

Matthew Restall, *Assistant Professor*; B.A., Oxford University; M.A., Ph.D., University of California, Los Angeles



PROGRAM DESCRIPTION

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, American History, and Latin American History. The Department also offers work in African History, Middle Eastern History, and Asian History.

The Department sponsors interdisciplinary work leading to Master's degrees in European National Studies and in Medieval Studies. A Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Graduate School of Education.

Master of Arts Programs

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

Master of Arts in History

All candidates for the M.A. in History are encouraged to pursue an individual course of study, developed in conjunction with a faculty advisor, selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration. Considering these criteria, students are advised usually to select and complete 18 hours in a major area and 12 hours in a minor area. Available as major or minor areas are American History, Medieval History, Early Modern European History, Modern European History (encompassing English, Irish, Continental European, East European, and Russian), and Latin American History. Other minor areas available are African, Middle Eastern, and Asian History.

Students whose prior academic preparation is sufficient to warrant an exception be made to the above requirements may, with the consent of their advisor, ask the Department permission to substitute a different proportion or variety of courses and areas other than those generally required. The opportunity for study in a major or minor area is open to the extent that the Department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside History exists, and with the permission of the Graduate Committee of the Department a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology, or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area. They must also pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee of the Department. Students also take an oral comprehensive examination, administered by the student's advisor and two additional faculty members, one from the major area and one from the minor.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits through HS 801, and must be approved by the candidate's major advisor.

European National Studies

The M.A. in History is also offered in a program on the history and language of a single European nation. At present, programs are offered in British, French, German, Irish, Russian, and Spanish studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses and pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least 6 credits should be generally European surveys (including one colloquium), and at least 9 credits in the history of one European nationality (including a seminar in which that national language is used for research). Except for those in British and Irish studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only 6 credits of course work in language and literature courses and be exempted from 6 credits of work toward the degree.

Students in Irish studies must, in addition to 30 credits in history, Irish literature, and other relevant disciplines, take 6 credits in beginning Irish Gaelic. Students in British studies must take a total of 30 credits in history, English literature, and other appropriate courses, and fulfill the Department's usual foreign language requirement.

Medieval Studies

The Department of History offers an opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and

at least six hours of graduate study in one of the related areas. The attention of History majors is directed to courses in medieval subjects offered by other departments. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. In addition to the language requirements of the Department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

Doctor of Philosophy in History

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses, there are certain basic requirements. However, these may be modified as individual circumstances warrant.

• **Course and Residency Requirements:** Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are to be earned prior to taking comprehensive exams. The last six credits are to be earned by taking the Dissertation Seminar (3 credits), and readings and research (3 credits) directed toward the dissertation with the major professor. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the Dissertation Seminar), and at least two colloquia (one in the major and one in a minor area).

• **Faculty Advisor:** During the first semester of full-time study, the doctoral student will pick a faculty advisor who will oversee the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

• **Plan of Study:** By the conclusion of the first semester, and after full consultation with the advisor and the Director of Graduate Studies, the student shall file a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration. One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. Usually, faculty will require that students take at least some formal course work in each field, and will expect students to develop and master a reading list of important books and articles that has been agreed to by the student. With the approval of the advisor and the Director of Graduate Studies, the student may offer, as one of the two minor areas, a discipline related to history or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to the student's program, the department may require advanced-level work in a related discipline either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised whenever necessary. However, changes must be approved by the advisor and the Director of Graduate Studies.

• *Areas and Fields:* The areas and fields a student may choose to study have been listed previously.

Substitution of other areas of study must be approved by the Graduate Committee of the Department. Approval will be based upon the availability of appropriate faculty at Boston College or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

• *Language Requirements:* The student must demonstrate a reading knowledge of at least two foreign languages, usually French, German, Russian, or Spanish. Substitution of another foreign language may be permitted upon recommendation of the student's advisor and with the approval of the Director of Graduate Studies. The language requirement must be fulfilled prior to taking comprehensive examinations.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History) before taking the comprehensive examination. Students concentrating in American History may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution, and explain the nature of the field and its importance to the plan of study, particularly the dissertation. It will be the responsibility of the student's major professor to assess and certify that the student has acquired the appropriate skills and knowledge.

• *The Comprehensive Examination:* The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members, two from the student's major area and one each from the two minor areas. A written examination may be required at the joint discretion of the student and the student's committee.

The comprehensive examination is not restricted to the content of graduate courses but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant historiography in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate information adequately.

• *The Dissertation:* Students are encouraged to develop a dissertation topic even before taking and passing comprehensive exams. However, the last six credits earned for the degree should be focused explicitly on the dissertation. These should include the Dissertation Seminar and independent research with the major advisor. Ordinarily, these will be done after the student has taken comprehensive exams. Dissertation proposals must be approved by the faculty advisor, who serves as its director, and by the Graduate Committee of the Department, and should be completed by the end of the semester following the passing of comprehensive exams. The dissertation itself must be approved by a committee of three readers, the director and two other faculty, approved by the Director of Graduate Studies. It must also be de-

FIELDS OF STUDY IN THE DOCTORAL PROGRAM

AREA

American History

FIELDS

American History to 1789
American History, 1789-1877
American History, 1865 to present
American Intellectual History
American Social History
American Urban History
American Racial and Ethnic History
American Diplomatic History
American Women's History

Medieval History

Medieval Social and Economic History
Medieval Cultural and Religious History
Medieval Political History

Early Modern European History

Renaissance Europe
Reformation and Counter-Reformation
Europe in the 17th and 18th Centuries
Early Modern Social and Economic History
England in the 18th Century
Early Modern French History
Early Modern Spanish History

Modern European History

Modern Europe, 1789-1914
Modern Europe, 1870-1945
Contemporary Europe
Modern European Intellectual History
Modern European Social and Economic History
Modern European Diplomatic History
British History since 1815
German History since 1789
French History since 1789
Irish History since 1789
Italian History since 1789
European Imperialism

Russian and Eastern European History

Pre-Revolutionary Russian History
Soviet History
Eastern Europe before 1789
Eastern Europe since 1789

Latin American History

Colonial Latin American History
Modern Latin American History
Central American/Caribbean History
South American History
Mexican History

Other Areas (Minor only)

History of China
African History
Middle Eastern History
Ancient History
History of India

fended in an oral examination to which the entire graduate faculty in History is invited.

Application to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in History is **February 15**. The Department does not ordinarily make decisions in the fall for January admissions. **Note:** Priority in the awarding of financial aid is usually given to students applying to the Ph.D. program. Students who ultimately plan to pursue a Ph.D. should therefore consider applying directly to the doc-

toral program. Packets containing application materials can be obtained by writing or calling the Director of Graduate Study, History Department. Along with the forms in the packet, all applicants should submit the following material: (1) scores of the Graduate Record Exam (the history subject test is not required); (2) a succinct typed statement outlining your reasons for pursuing graduate study in history; (3) a sample of your historical writing (a paper written for a recent course or one written expressly for the application); and (4) three letters of recommendation.

COURSE OFFERINGS

Advanced Electives

Graduate students may take most advanced undergraduate electives for graduate credits. Typically, graduate students fulfill additional requirements specified in advance by the professor. Formal permission is required for graduate students to register in such courses.

HS 303 The Rise of Modern China (F: 3)

This is a survey of Chinese political, social, and intellectual history from 1600 to the May Fourth Movement (Intellectual Revolution) around 1919, with special attention to Western impact on China's domestic development from the mid-nineteenth to the early twentieth century.

Silas Wu

HS 304 20th Century China (S: 3)

The course will first provide an overview of the political, social, and intellectual history of China in the twentieth century from 1900 to the present; it will then focus on an analyses of crucial issues during the period of the Republic of China from 1912 to 1949, including such topics as Intellectual Revolution (The May Fourth Movement), warlordism and political unification, Japanese and Western imperialism and its impact on China's national disintegration, and the rise of the new ruling elite and its role in the process of national integration and modernization. The period of the People's Republic since 1950 will also be covered briefly. A full treatment of the history of Chinese Communism will be given in HS 305. *Silas Wu*

HS 318 (BK 318) Post Slavery Caribbean (S: 3)

This course examines the political, economic, and social evolution of the Caribbean since slave emancipation. Its emphasis is on the development of underdevelopment in the region, and in this regard it looks closely at the historical character of the Caribbean's incorporation into the international system. Its compass covers the Anglophone, Hispanophone, and Francophone Caribbean from Haitian independence in 1804 to the present.

Frank Taylor

HS 325 (BK 325) Revolutionary Cuba: History and Politics (S: 3)

On 1 January 1959 the Cuban Revolution came to power. This course has as its focus Cuba's foreign and domestic policies since that date. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely.

The backdrop for this course is the era of the superpowers and of the Cold War. However, it is not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959. *Frank Taylor*

HS 326 History of Modern Iran (F: 3)

The primary objective of this course is to provide an analysis of the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: major structural changes in the Iranian economy and society in the latter part of the 19th

century; social and religious movements in the 19th century; the constitutional revolution of 1905-1911; the changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; the cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments in Iran since the revolution; and Iran's current regional and international role. *Ali Banuazizi*

HS 342 Latin American History through Film, Music, and Literature (S: 3)

This course focuses on questions of race, rank, and revolt in four major cultural areas of Latin America—Mexico, Cuba, Peru/Bolivia, and Brazil—using novels, locally produced feature films, and popular music as primary sources.

Matthew Restall

HS 345 Twentieth Century Ireland: A Political History (F: 3)

This course will explore twentieth century Irish political and social history. Topics covered will include the women's suffrage movement, the struggle for national independence, the subsequent civil war and partition of the island, economic development, civil unrest in Northern Ireland, and the influence of religion in Irish politics.

Robert Savage

HS 362 Community and Wealth in the Middle Ages (S: 3)

This social and economic history course focuses narrowly on two themes: how people throughout the Middle Ages organized themselves for the sake of their property, for personal protection, and for salvation; and how they marshaled the limited resources of their age for fun and profit. The course is broken into four chronological periods—the early Middle Ages, the central Middle Ages, the High Middle Ages, and the late Middle Ages. In our study of each period we will examine money, trade, the village, the family, marriage, lordship, towns, and spiritual communities.

Robin Fleming

HS 363 Modern India: India Under the British (F: 3)

This course is designed as an historical survey of British rule in India, from the take-over of India by the British Crown in 1858 to Indian independence in 1947. We will look at British colonial policy, as well as at various responses to colonial rule in India, including the social and religious reform movements, peasant and anti-caste movements, the women's movement and the nationalist movement. We will also focus on the alternative to the Raj offered by the Indian nationalist movement that, especially under the leadership of M. K. Gandhi, had come to encompass the interests of the various other movements.

Mrinalini Sinha

HS 373 (BK 373) Slave Societies in the Caribbean and Latin America (F: 3)

It has been estimated that over 90 percent of the slaves imported into the Americas during the era of the Atlantic slave trade were brought into two portions of this hemisphere—the Caribbean Islands and South America. The Caribbean Islands were said to have received 42.2 percent of the total slave imports, and South America 49.1 percent. Among the topics covered are the rise and fall of

slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure during slavery, and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries. The approach taken is a comparative one.

Frank F. Taylor

HS 375 London: A Social History from the 18th Century to the Present (S: 3)

This course examines the interaction of different social groups—rich and poor, men and women, native born and foreign born—with the changing metropolis. Topics to be considered include the following: London's role as the center of a world empire, the changing economy of the city, suburbanization and public transport, class and racial conflicts, slums and urban planning, and the evolution of metropolitan government.

Peter Weiler

HS 376 Women and Gender in Latin American History (F: 3)

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with more straightforward issues such as the sexual division of labor, and the nature of family, and of gender relations in Latin America. The testimonies will be used as windows onto "objective" and "subjective" history and the ways in which these two intersect.

Deborah Levenson-Estrada

HS 377 Images of Africa (S: 3)

This course examines the mental images that indigenous and foreign writers have constructed of Africa and Africans especially since 1800. Some older as well as more recent writers have described the continent from a jaundiced perspective that emphasized Africans' inhumanity; others have viewed it through rose-colored lenses as a place of heightened humanity. Although different images of Africa will be scrutinized to expose deliberate and unintended biases, the course starts from the premise that simplification and distortion are inevitable in any effort to portray so vast and so complex a continent. Therefore, discovering the different ways in which Africa has been viewed is an important step to learning about Africa. Assigned readings will include scholarly summaries of the changing images of Africa, as well as individual works (both fiction and non-fiction) by Africans and Afro-Americans, Europeans and Euro-Americans.

David Northrup

HS 378 Representations of Twentieth Century Ireland: Film and Fiction (S: 3)

This course will examine how film and fiction have portrayed the social, cultural, and political history of Ireland in the twentieth century. Students will consider feature films and documentaries produced in Ireland, Britain and the U.S. The works of writers ranging from James Joyce to Roddy Doyle will be explored.

Robert Savage

HS 397 A History of Sport in America (F: 3)

A look at recreation, leisure, and sport as a way of life in America and as an integral part of the

total society. Ranging from urban immigrant settlement house basketball in the early 1900s to the present-day Holy War—BC-Notre Dame football—the emphasis is placed on class structure in athletics, the issue of race, monetary upward mobility, sport and the city, the nation's love affair with heroes and more recently with heroines, and gender issues. *Andrew Bunie*

HS 417 (EN 506) Politics and Literature of Irish Independence 1800-1916 (F: 3)

This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes, and objective historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-listed with the English Department. *Adele Dalsimer
Kevin O'Neill*

HS 419 Politics of Irish Nationalism (S: 3)

Kevin O'Neill

HS 422 Modern England (S: 3)

After a look at the medieval background, the course will deal with the period from 1485 to the present. Emphasis will be mainly on political and constitutional history, but with attention to social and intellectual developments as well, and to the British Empire of the 19th-20th centuries and British influence on the world at large.

Thomas W. Perry

HS 441-442 Rise of Modern Germany (F: 3-S: 3)

This is a two semester upper division elective, designed for students who already have a general familiarity with European history and who desire an intensive examination of the problems surrounding the emergence of modern Germany, especially as seen by recent scholars. Although the course is open to all students who have completed the Core History program, it is particularly recommended for history, political science, and German majors. Students are urged to enroll in both semesters of this course, although this is not required, and some seats will probably be available in the spring for students who wish to elect only the second half of the course (Germany Since 1919). Generally, however, students who desire an in-depth analysis primarily centered on Nazi Germany are advised to select HS 143 Adolf Hitler and the Third Reich, which is offered in alternate years. *John Heimeman*

HS 464 Europe Between Revolution and Reaction: 1814-1871 (F: 3)

This course will examine the development of Europe from the fall of Napoleon in 1814 to the end of the Franco-Prussian War in 1871, a period when the forces released by the French Revolution were transforming European society. Particular emphasis will be placed on the following: (1) the struggle between liberalism and conservatism between those who supported and those who opposed the new ideals of liberalism and nationalism, a struggle that led to a long-drawn-out crisis characterized by alternations between revolution and reaction; (2) the effort of European

statesmen, horrified by the destructiveness of the Napoleonic wars, to establish a stable international order that would ensure peace; (3) the impact of the Industrial Revolution upon European society; and (4) the cultural and intellectual transformation of European society. *Alan Reinerman*

HS 488 The French Revolution (F: 3)

A social and political history of France during the turbulent decade, 1789-1799. The course will consider the origins of the Revolution, the reconstruction of France by the National Assembly, the failure to regain stability in 1791-92, the rise of the radical Jacobins and the sans-culottes, the Reign of Terror, the Thermidorian Reaction, the winding down of the Revolution, and the rise of Napoleon Bonaparte. It will conclude with an examination of the consequences of these events.

Paul Spagnoli

HS 489 France in the 19th Century (S: 3)

Beginning with an investigation of France's condition as it emerged from the great Revolution, the course will continue with Napoleon's liquidation of the Revolution and then trace the revolutionary legacy as it worked itself out in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870-71. The course will conclude with an examination of France on the eve of the First World War.

Paul Spagnoli

HS 503 The Civil War (S: 3)

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theatres of operation, and the main events of the Reconstruction period that followed the war.

Thomas H. O'Connor

HS 511 Race, Class, and Ethnicity and the Struggle for Human Rights in America, 1941 to Present (S: 3)

An emerging new world order and persistent economic and political tensions nationally suggest a closer look at race relations and the most recent immigrant and refugee arrivals. Definitions of race, class, and ethnicity have changed dramatically and rapidly since World War II. The idea of the melting pot no longer suffices (if it ever did), and debates over cultural pluralism, diversity, and political correctness reflect the difficulties Americans of all backgrounds are having in understanding a complex new world. The realities of the 21st century demand that the white majority understand the implications of the shifting demographics and the cultural transformation they bring with them. *Andrew Bunie*

HS 516 American Revolution (S: 3)

This course will analyze the political, social, and economic causes and consequences of the American Revolution. It is a course intended primarily for advanced history majors and graduate students. *Alan Rogers*

HS 536 Women and Religion in America (F: 3)

Religion has been a force for both repression and liberation in American women's lives. In this

course we will explore the impact religions and religious ideas have had on women, the influence women have had on religion, and the way religion has functioned in women's lives. Themes we will cover include women in reform (from temperance, antislavery, western missions, opposition to war, and the Civil Rights movement); fundamentalism and the New Right; racial, class, and ethnic diversity in religious experience; and religious expression in literature and music.

Cynthia Lysterly

HS 538 Gender in American History (S: 3)

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history; the relational nature of gender roles; and the ways prevailing gender ideals influenced men's and women's experiences in America. Beginning with the clash of native American and European gender ideologies and ending with the impact of modern feminism, the gay and lesbian civil rights movement, and the men's movement, lectures will provide the general background for the readings. Readings will focus on specific themes, such as hysteria, southern honor, or homophobia, and on gender in specific contexts, such as westward migration, twentieth-century sports, and slavery.

Cynthia Lysterly

HS 545-546 American Ideas and Institutions (F: 3-S: 3)

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period, those which have offered alternatives, and those which have sought artistically to mirror dreams and realities. *Alan Lawson*

HS 551 U. S. 1912-1945 (F: 3)

This course will explore the significant political, economic, and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars. *Mark Gelfand*

HS 552 U. S. Since 1945 (S: 3)

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. The focus will be on domestic affairs, and foreign policy will be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy. *Mark Gelfand*

HS 571-572 Foreign Relations in the Twentieth Century (F: 3-S: 3)

After a brief survey of U. S. foreign relations in the 18th and 19th centuries, this course will focus on U. S. relations with the world in the years

between 1890 and 1945. Special attention will be given to domestic influences on foreign policy in this period, as well as to discussions of leadership and theories relating to the development of international affairs. The course will continue in the spring and cover the years from 1945 to the present.

Carol Petillo

HS 613 Colloquium: Literature and Revolution in 20th Century Russia (S: 3)

What is the relationship between history and literature? How are the works and vision of great writers influenced by the events of their own lives and times? We will explore these questions in reference to 20th century Russia, the scene of one of history's greatest revolutions and home to a disproportionate share of this century's major writers. How did these great writers, both contemporaries of the Russian Revolution and those who lived thereafter, react to the Revolution, their own lives and times? Writers covered include Chekhov, Bunin, Gorky, Bely, Mandelstam, Mayakovsky, Akhmatova, Tsvetaeva, Babel, Pilnyak, Sholokhov, Kataev, Pasternak, and Solzhenitsyn.

Roberta Manning

HS 616 (PL 610) The Scientific Revolution and Its Consequences (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

An exploration of the great revolution of the 16th and 17th centuries that created modern science. The topics will include the following: the creation of a methodology for science; new principles of evidence and new sources of authority; organization and dissemination of knowledge; sources of support or patronage for the new science; and the social, religious, and intellectual components of the revolution.

I. Bernard Cohen

HS 619 Society and Culture in the American West (S: 3)

This course surveys the social and cultural history of the American West, broadly defined, from the seventeenth century to the present. We will read a wide variety of works, paying particular attention to those dealing with the spatial intersection of class, ethnicity, and gender in both frontier and post-frontier societies. Topics will include Hispanic-Anglo contact in the Spanish borderlands; Indian-white relations; the farming, cattle, and mining frontiers; violence and vigilantism; women missionaries and reformers; African-American migration; and urban life in the twentieth-century West.

Marilynn Johnson

HS 632 Colloquium on Late Antiquity (F: 3)

What defines Late Antiquity as a distinct period of social and cultural change between the third century A.D. and the Arab invasions of the seventh century? How did it differ from classical civilization? What influence did it have on the subsequent development of the medieval East and West? These and other questions are the focus of our investigation into the time of Augustine and Constantine the Great, of great barbarian generals like Alaric and Stilicho, of pillar saints like Daniel the Stylite. It was a period of new art and architecture, of changing physical and cultural boundaries. The emphasis of the course is on the textual analysis of primary sources, as well as on important secondary literature by Peter Brown

and others. Artistic and architectural sources will also be used to aid our historical understanding of the period. This course is aimed at advanced history majors and graduate students.

John Rosser

HS 665 (EN 603) Seminar in College Teaching: Women's Studies (F: 3-S: 3)

This course is for students who have taken Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminism.

Ellen Friedman

HS 666 Travel and Espionage in the East: The European Image of the Other (S: 3)

This course will examine the motives of the travelers, the impact of their writings, and the policies and politics that they sought to advance. Specific topics include the following: psychology of the traveler; works of travel as literature and history; the genre of travel literature; views of Islam, Arabs, and Turks; the appeal of the East; response to and reception of the foreigner; Muslim travelers in the West; and the romantic impulse for travel and the Industrial Revolution. Readings will be drawn largely from such writers as T.E. Lawrence (Lawrence of Arabia), Richard Burton, Charles Doughty, Wilfrid Thesiger, and William Gifford Palgrave.

Benjamin Brande

Graduate Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least one colloquium each semester.

HS 815 Colloquium: Early Middle Ages (S: 3)

Students in the seminar will write original research papers on a topic in Anglo-Saxon or Carolingian history. This topic will be one upon which the students and professor have agreed, and will be based to a large degree on original sources.

Robin Fleming

HS 827 Colloquium: "New History" (F: 3)

This course will be used to examine some of the works of practitioners of the "New History" during the past fifty years, particularly the Annales school of historical research. Readings selected for the historians of each country will concern a small number of topics so that comparisons in the treatment of similar subjects can be made. The content of the studies of these subjects will, of course, be discussed, but the main focus of the colloquium will be the methodologies developed by these historians and by others who have shared their philosophies of history.

Scott Van Doren

HS 855 Colloquium: U.S. to 1860 (F: 3)

This course is intended as an introductory, graduate-level survey of major themes and issues in American history prior to the Civil War. The approach will be largely historiographical, in the sense that it will focus on works of major interpretive significance rather than upon works of a synthetic nature.

Alan Rogers

HS 866 Colloquium: American Social History (F: 3)

Viewing history from the bottom up, this course offers a comparative examination of the Ameri-

can social experience in terms of race, class, ethnicity, and gender. Beginning in the early nineteenth century, we will examine the social impact of industrialization and urbanization, ante-bellum slavery and black emancipation, the transformation of the southern yeomanry, the rise of an urban working class, the transformation of family and gender relations, and the rise of youth and gay subcultures. We will also explore the origins of contemporary social conflicts and the development of social protest movements that reshaped the American political landscape. Major readings will include the following: Steve Hahn, *The Roots of Southern Populism*; Mary Ryan, *Cradle of the Middle Class*; and George Chauncey, *Gay New York*.

Marilynn Johnson

HS 869 Colloquium: History, Anthropology, and Religion (F: 3)

The goals of this course are to explore approaches to the study of religion developed by historians and anthropologists and to consider ways that the disciplines of history and anthropology have been converging during the past twenty-five years. Our definition of religion will be as broad and inclusive as possible. Topics considered will include ritual and symbol, exchange, myth and history, gender, cultural conflict and syncretism, and the role of religion in social and political transformation. Readings will be taken from both anthropology and history. Interest in religion on the part of students will be assumed, but extensive background is not required. This course is designed for students of religious and cultural history, and those interested in anthropology. Possible readings will include the following: Catherine Bell, *Ritual Theory, Ritual Practice*; I.M. Lewis, *Ecstatic Religion: A Study of Shamanism and Spirit Possession*; Natalie Zemon Davis, *Women on the Margins: Three Seventeenth-Century Lives*.

Virginia Reinburg

HS 872 Colloquium: U.S. Since 1860 (S: 3)

Students will read and discuss recently published works on important topics in U.S. history since 1877: the impact of Reconstruction, Populism, responses to industrialization, American Socialism, Progressivism, the impact of the campaign for women's suffrage, the emergence of consumer culture and contested leisure, the world wars and American foreign policy, the Depression, and social protest movements, including the civil rights movement.

Mark Gelfand

HS 874 Colloquium: American Economic and Business History (S: 3)

The Department

HS 876 Colloquium: Biography (S: 3)

This course will examine biography both as a methodology and as one way to know history. Readings will include studies about the genre, as well as biographies of historical figures from around the world.

Carol Petillo

HS 883: Colloquium: Historiography (S: 3)

Mrinalini Sinha

HS 891 Colloquium: American Studies (F: 3)

This colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of American culture, including scholarship in social history, the new literary history, and cultural studies.

Alexandra Chasin

HS 896 Core Colloquium: Early Modern Europe (S: 3)

This course will discuss works ranging in period from the Italian Renaissance to the French Revolution. The course is intended to explore a variety of historiographical approaches to Early Modern Europe, and to discuss pedagogical issues in the presentation of historical subjects.

Lawrence Wolff

HS 897 Core Colloquium: Modern European History (F: 3)

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history.

James Cronin

Graduate Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

HS 915 Race, Gender, and Identity in Colonial Latin America (S: 3)

This graduate course explores the social determinatives of identity in Colonial Latin America. Cultural aspects for and by individuals placed them in structures of gender, class, and ethnicity, as well as shaped the nature of personal relationships within and between the Iberian, Indigenous, and African communities. Drawing from the historiographical debates relating to issues such as patriarchy versus individualism, socioeconomic versus ethnosocial structures, ethnogenesis versus indigenous microidentity, and miscegenation versus segregation, students focus on a topic and produce a research paper.

Matthew Restall

HS 916 Seminar: Political Sexuality (S: 3)

This seminar will resume Michel Foucault's interrupted investigations into the history of modernity's political sexuality. There will be an initial consideration of contemporary philosophical-historical approaches to the analysis of sexuality. Most of our discussions will then focus upon

the emergence and operation of German fascism as a regime of political sexuality. In light of this examination, we will attempt to evaluate current strategies for comprehending the public role of sexuality.

James Bernauer, S.J.

HS 943 Seminar: Famine and Social Crisis in Ireland (F: 3)

Kevin O'Neill

HS 952 Seminar: European Diplomatic History (S: 3)

This seminar will deal with the relations among the European states from 1812, when the collapse of Napoleon's hegemony made possible the resumption of normal diplomacy, to the outbreak of World War II in 1939.

Alan Reinerman

HS 968 Seminar: Age of Jackson (F: 3)

This course includes weekly readings and discussions of leading historians of the Jacksonian era, and significant interpretations of the period of United States history from 1815 to 1845.

Thomas O'Connor

HS 975 Seminar: Women and Gender (S: 3)

Graduate students will complete major research projects—chosen in consultation with the professor—on women or gender in America based on primary sources. In addition to exploring possible dissertation topics, students will share research and writing strategies, and bibliographies of secondary sources relating to their topics, and also offer constructive criticism. Rough drafts of the seminar paper will be read and discussed by the entire class, with students supplying written critiques of another's work. On the basis of these critiques and discussions, students will revise their papers and submit a final version at the semester's end.

Cynthia Lyerly

Graduate Independent Study**HS 799 Readings and Research: Independent Study**

Prerequisite: Permission of instructor

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member.

The Graduate Faculty

HS 801 Thesis Seminar (F, S: 6)

A research course under the guidance of a faculty member for those writing a six-credit Master's Thesis.

The Department

HS 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

HS 992 Dissertation Seminar (S: 3)

The aim of this course is to bring students beginning dissertations in various fields together to discuss the substance of their research and problems of theory, method, and organization. Students will be expected to report on their work and to present, by the end of the course, either a dissertation proposal or a section of the dissertation itself.

Peter Weiler

HS 998 Doctoral Comprehensives

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

HS 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

MATHEMATICS

FACULTY

Stanley J. Bezuska, S.J., *Professor Emeritus*; A.B., A.M., M.S. Boston College; S.T.L., Weston College; Ph.D., Brown University

Joseph A. Sullivan, *Professor Emeritus*; A.B. Boston College; M.S. Massachusetts Institute of Technology; Ph.D., Indiana University

John F. Caulfield, S.J., *Assistant Professor Emeritus*; A.B., A.M. Boston College; S.T.L., Weston College

Joseph F. Krebs, *Assistant Professor Emeritus*; A.B., A.M. Boston College

Robert J. Leblanc, *Assistant Professor Emeritus*; A.B., A.M. Boston College

Jenny A. Baglivo, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Gerald G. Bilodeau, *Professor*; A.B., University of Maine; A.M., Ph.D., Harvard University

Richard L. Faber, *Professor*; B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Margaret J. Kenney, *Professor*; B.S., M.A. Boston College; Ph.D., Boston University

John H. Smith, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Paul R. Thie, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

Robert J. Bond, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

C.K. Cheung, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Richard A. Jenson, *Associate Professor*; Chairperson of the Department; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

William J. Keane, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor*; A.B., Boston College; Ph.D., Indiana University

Charles Landraitis, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Harvey R. Margolis, *Associate Professor*; M.S., Ph.D., University of Chicago

G. Robert Meyerhoff, *Associate Professor*; A.B., Brown University; Ph.D., Princeton University

Rennie Mirollo, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

John P. Shanahan, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Donald Wiener, *Adjunct Instructor*; B.A., Long Island University; M.A., Boston College



PROGRAM DESCRIPTION

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, in pure mathematics, courses in topology, analysis, algebra, and logic are offered. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics, the Department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research). Students interested in computer science may consider courses offered by the Computer Science Department of the Carroll School of Management, including data structures, machine language, algorithms, automata and formal languages, and computer graphics.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 (Euclidean and Non-Euclidean Geometry),
- MT 426-427 (Probability and Mathematical Statistics),
- some exposure to the use of computers in mathematics—that may be accomplished by taking any computer science major course beyond Computer Science I.

The course requirements for the degree are 30 credit hours of courses in the Department and participation in a 3 credit seminar (MT 903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 27 credit hours of courses and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) MT 804-805 (Analysis), MT 816-817 (Modern Algebra) and either MT 814-815 (Complex Variables), MT 840-841 (Topology), or MT 860-861 (Logic and Foundations). All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414, 426-427, 430, 435-436, 440, 445, 451, 452, 480, and computer science major courses beyond Computer Science I. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Graduate School of Education. This program is designed either for experienced teachers or for prospective teachers and consists of five courses in mathematics and up to 24 credits in education, depending on experience. Additional information on the program is available in the Education section of this Catalog. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Graduate School of Education.

Candidates are required to complete MT 804-805 (Analysis) and three other MT courses at or above the 400 level, including at least one from among MT 400-499 or MT 800-899. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 (Euclidean and Non-Euclidean Geometry),
- either MT 420 (Probability and Statistics) or MT 426-427 (Probability and Mathematical Statistics)
- some exposure to the use of computers in mathematics—that may be accomplished by taking any computer science major course beyond Computer Science I.

Another course particularly well suited for this program is MT 430 (Introduction to Number Theory).

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

COURSE OFFERINGS

MT 410 Differential Equations (F: 3)

This course is intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions, and special functions.

MT 414 Numerical Analysis (S: 3)

Prerequisite: Familiarity with the *Mathematica* programming language

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations and approximation theory.

MT 420 Probability and Statistics (S: 3)

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken MT 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals, and estimation and hypothesis testing.

MT 426 Probability (F: 3)

Prerequisite: Familiarity with the *Mathematica* programming language

This course provides a general introduction to modern probability theory. Topics studied include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and the computer will be used to explore many of the concepts in the course.

MT 427 Mathematical Statistics (S: 3)

Prerequisite: MT 426

Topics studied include the following: introduction to survey sampling, sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, and two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore many of the concepts in the course.

MT 430 Introduction to Number Theory (S: 3)

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

MT 435-436 Mathematical Programming I, II (F: 3-S: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from

linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 440 Dynamical Systems (S: 3)

This course is an introduction to the theory of iterated functions of a single variable. Topics include the following: fixed points, periodic points, the quadratic family, bifurcations, one and two dimensional chaos, fractals, iterated function systems, Julia sets, and the Mandelbrot set.

MT 445 Applied Combinatorics (F: 3)

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems, but most of the problems in the course are from recreational mathematics.

MT 451 Euclidean and Non-Euclidean Geometry (S: 3)

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry, and the study of physical space.

MT 452 Differential Geometry and Relativity

Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as space-time curvature, the field equations, the Schwarzschild solutions, and the consequences of Einstein's theory. *Not offered 1996-97*

MT 470 Mathematical Modeling (F: 3)

Prerequisite: Familiarity with the *Mathematica* programming language

This course introduces the student to the creation, use, and analysis of a variety of mathematical models. A secondary purpose of the course is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models and individual and group efforts to build or refine models through a succession of problem sets, and laboratory exercises and field work.

MT 480 Mathematics Seminar

Topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. With department permission it may be repeated. *Not offered 1996-97*

MT 801 Thesis Seminar (F, S: 3)

Problems of research and thesis guidance, supplemented by individual conferences.

MT 804-805 Analysis I, II (F: 3-S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 814-815 Theory of Functions of a Complex Variable I, II (F: 3-S: 3)

This course includes the following: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

MT 816-817 Modern Algebra I, II (F: 3-S: 3)

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

MT 820 Measure and Integration (F: 3)

Prerequisites: MT 804-805 or the equivalent

This is a course in the classical theory of functions of a real variable. Topics include the Lebesgue integral, the classical Banach spaces, and integration generally measure spaces. *Not offered 1996-97*

MT 840-841 Topology I, II (F: 3-S: 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The content of the second semester varies from year to year. Generally it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

MT 860 Mathematical Logic

This course is a mathematical examination of the way mathematics is done: of axiom systems, logical inference, and the questions that can (or cannot) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Godel's Completeness Theorem. *Not offered 1996-97*

MT 861 Foundations of Mathematics

Prerequisite: MT 860 or the equivalent

Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability, and recursive function theory. *Not offered 1996-97*

MT 880 Advanced Topics in Mathematics

Topics of this one-semester course vary according to the interests of faculty and students. With permission of the Graduate Committee, it may be repeated. *Not offered 1996-97*

MT 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

MT 899 Readings and Research (F, S: 3)

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Department permission is required, and interested students should see the Director of the Graduate Program.

MT 903 Seminar (S: 3)

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

PHILOSOPHY

FACULTY

James Bernauer, S.J., Professor; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, Professor; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Richard Cobb-Stevens, Professor; Chairperson of the Department; A.B., A.M., Boston College; Ph.D., University of Paris

Richard Kearney, Visiting Professor; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, Professor; A.B., Calvin College; A.M., Ph.D., Fordham University

Joseph L. Navickas, Professor; Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Thomas J. Owens, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

William J. Richardson, S. J., *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Norman J. Wells, *Professor*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Ronald Anderson, S.J., *Associate Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Patrick Byrne, *Associate Professor*; B.S., A.M., Boston College; Ph.D., New York State University

John J. Cleary, *Associate Professor*; A.M., University College, Dublin; Ph.D., Boston University

Joseph F.X. Flanagan, S.J., *Associate Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Arthur R. Madigan, S.J., *Associate Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Thomas S. Hibbs, *Associate Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Eileen C. Sweeney, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Elizabeth Brient, *Assistant Professor*; B.A., Rice University; M.Phil., Ph.D., Yale University

Gerard C. O'Brien, S.J., *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

Ingrid Scheibler, *Assistant Professor*; B.A., University of Virginia; Ph.D., Trinity College, Cambridge

David McMenamin, *Adjunct Assistant Professor*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Richard A. Spinello, *Adjunct Assistant Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University



PROGRAM DESCRIPTION

The Department of Philosophy offers a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental European philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments.

The Department offers a Ph.D. program and a program leading to an M.A. All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (5 or 6 admitted each year from over 150 applicants).

Requirements for the Ph.D. are as follows: one year of full-time residence; 16 courses (48 credits); proficiency in logic (tested by course or by examination); proficiency in two foreign languages (usually French and German); a preliminary comprehensive examination; a doctoral comprehensive examination; a dissertation; and an oral defense of the dissertation. Students entering the program with an M.A. in philosophy may be credited with 10 courses (30 credits) toward the Ph.D. The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand). Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements.

Requirements for the M.A. are as follows: 10 courses (30 credits); proficiency in one foreign language (usually French or German); and a one hour oral comprehensive examination on a reading list in the history of philosophy. It is possible, though not common, for students to write an M.A. thesis in place of 2 courses (6 credits). The M.A. may be taken on a full-time basis or on a part-time basis. Departmental financial aid and

tuition remission are not normally available for students seeking an M.A.

Institute of Medieval Philosophy and Theology

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy (or Theology) Department, and students study within one of these departments. The focus of the Institute is on the relationship between medieval philosophy and theology, and modern continental philosophy and theology.

To foster this dialogue and to encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors a speaker's program, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translation of medieval sources and the editing of philosophical and theological texts.

The Lonergan Center

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are focused in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The Director is Professor Charles C. Hefling.

COURSE OFFERINGS

If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

PL 507 Marx and Nietzsche: Radical Alternatives in Modern Philosophy (5: 3)

Through a reading of Marx and Nietzsche's basic writings, we will examine two of the most innovative programs for philosophy in the nineteenth century. Both considered themselves beyond the tradition from which they came and yet both were shaped by that very tradition. We will be particularly interested in examining their respective notions of critique, as well as the way they addressed the relationship between philosophy and life.

David M. Rasmussen

PL 509 Modernity on Trial

This course will approach the modernism versus postmodernism debate through a close and critical reading of Hans Blumenberg's *Legitimacy of the Modern Age*, a sweeping and original account of the historical origins of modern notions of progress, secularization, rationalism, and human self-assertion. Ultimately, at issue, is the meaning of modernity and its construction. We will frame this investigation with short supplementary

essays by Gadamer, Habermas, Foucault, and Derrida among others. *Not offered 1996-97*

Elizabeth Brient

PL 512 The Critique of Modernity: 20th Century Perspectives

Contemporary discussion of a crisis in philosophy involves a questioning of the nature of Enlightenment criticism and of modernity. This course will examine three influential contemporary formulations of the question: the critical assessments and prescriptions of hermeneutics, Critical Theory, and feminist criticism. We will focus on the issues of the nature of enlightenment, rationality, and subjectivity, as well as the function of tradition, authority, and language as (potential) sites for an ethical-political response to the situation of human beings in the natural and social worlds. *Not offered 1996-97* *Ingrid H. Scheibler*

PL 523 The Problem of Measure and the Origins of the Modern Fact/Value Dichotomy (S: 3)

The legitimacy of the modern notion of scientific progress and the ideal of objectivity that it presupposes have been brought into question by reflecting on the loss of values implicit in the reduction of our lived, experientially rich and meaning laden world, to a determined world of bare facts. We will consider the origins of this fact/value dichotomy as it arises in the epochal transition from the late medieval to the modern world, in an attempt to clarify the way in which the modern project of scientific progress depends on a pre-scientific conception of integrity and richness of reality. *Elizabeth Brient*

PL 529 Philosophy of Action

This course is a study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science. *Not offered 1996-97* *Oliva Blanchette*

PL 532 Issues in Science and Religion

While science and religion have often been seen as separate enterprises in conflict with each other, this course will seek to develop the ways in which they may interrelate and engage with each other. *Not offered 1996-97* *Ronald Anderson, S.J.*

PL 538 Law, Business and Society (F: 3)

This course makes use of an interdisciplinary approach to studying society and social issues related to law, business, and society, i.e., the political, economic, and social spheres of human life. *Francis Y. Soo*

PL 540 Philosophy of Liberation (F: 3)

This is a discussion of the philosophy of liberation, starting from the consciousness of oppression as seen as a radically new starting point for education. The issue will be examined first in two of its extreme forms in Latin America (Freire) and in Africa (Fanon), but then will turn to an examination of the situation closer to home in black consciousness (Malcolm X) and in other instances of new demands for liberation chosen according to the experiences of the students participating in the course. *Oliva Blanchette*

PL 541 Philosophy of Health Science: East and West (S: 3)

This course will explore the underlying ethical suppositions of health care practice. Starting from

concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. We will see how the physicians and philosophers of such diverse schools approach philosophical and ethical problems inherent in medical practice. *Pramod Thaker, M.D.*

PL 554 Philosophy of Poetry and Music

This course will deal with the history of poetry, painting, sculpture, architecture, music, and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western art. *Not offered 1996-97* *Joseph F. Flanagan, S.J.*

PL 560 Social and Political Crisis in Ancient Greece

While keeping modern parallels in mind, we will study the causes of moral and political corruption in ancient Athens, which led to its eventual defeat in the Peloponnesian War. *Not offered 1996-97* *John J. Cleary*

PL 562 Art and Its Significance

This course will look at the relation between philosophy and art from a number of perspectives. We will consider a range of philosophers' views on the function and value of art and some recent systematic theories that look more closely at the nature of art itself. We will also use the writings and manifestoes of artists themselves to illuminate questions about the interpretation of works of art and their ontological status. *Not offered 1996-97* *Ingrid H. Scheibler*

PL 563 The Great Philosophers I

This course will trace two interrelated themes through ancient and mediaeval philosophy: the gradual development of the notion of divine transcendence, and the relation between this divine transcendence and human interests. *Not offered 1996-97* *Arthur R. Madigan, S.J.*

PL 564 The Great Philosophers II

This course is a continuation of PL 563 Great Philosophers I. The purpose of the course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by historians. *Not offered 1996-97* *Ronald K. Tacelli, S.J.*

PL 565 Ancient Philosophy: Aesthetics

The road to reality in the tradition of ancient philosophy takes several parallel paths: the intellectual ascent to Truth, the moral ascent to the Good, and the aesthetic ascent to Beauty. This course will wander up the aesthetic path, bringing a peculiar focus to the Greek thematization of reality and the capacity of the human mind to know it. *Not offered 1996-97* *Gary M. Gurtler, S.J.*

PL 577 Introduction to Symbolic Logic (S: 3)

An introduction to modern formal logic designed to familiarize students with both the methods for expressing ordinary language arguments in symbolic form, and with the various techniques used

to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th century logic such as the interesting paradoxes of self-reference, "formal systems," and the limits of logic in human thought. *Ronald Anderson, S.J.*

PL 578 Phenomenology of Imagination (S: 3)

Analysis of some major phenomenological approaches to imagination from Husserl and Heidegger to Sartre, Bachelard, and Ricoeur. *Richard M. Kearney*

PL 584 C. S. Lewis (S: 3)

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. *Peter J. Kreeft*

PL 593 Philosophy of Science (F: 3)

The intent of this course is to provide an introduction to a number of the main themes of 20th century philosophy of science. Particular attention will be paid to the work of Popper, Lakatos, Hanson, and Kuhn, as well as to some of the recent studies of science that stress the roles of cultural, social, gender, and political factors in the formation of scientific knowledge. *Ronald Anderson, S.J.*

PL 594 Foundations of Ethics (S: 3)

Ethical living has been a challenge for humanity since the beginnings of recorded history. Indeed, the problem of ethical thought and living has always been a central concern of philosophical reflection, especially in the West. In the late twentieth century, however, the problem of ethics has reached a state of "crisis," as increasingly people have come to suspect that no normative basis for ethics can be found. This course will examine attempts to find foundations for ethics, and look at these attempts in relation to "antifoundationalist" critiques. Authors such as Plato, Aristotle, Aquinas, Hume, Kant, Nietzsche, MacIntyre, Lonergan, Rorty, Williams, Foot, Taylor, Nussbaum and Murdoch will be discussed. *Patrick H. Byrne*

PL 595 Kant's Critique (F: 3)

Prerequisites: PL 070-071 or equivalent

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy. *Ronald K. Tacelli, S.J.*

PL 596 The Soul in Plato and Plotinus (S: 3)

The purpose of this course will be to show the relationship between Plato and Plotinus on the nature of the soul and the role of Eros in its ascent. This is not a peripheral issue in Platonic philosophy, but rather the center that indicates both the possibility and scope of philosophy. Both

philosophers articulate the connection between being and becoming, knowledge and opinion, and goodness and beauty in terms of the soul's powers and activities. *Gary Gurtler, S.J.*

PL 599 Kant's Moral Philosophy (S: 3)

Prerequisite: Some understanding of Kant's epistemology

We will do close readings of *The Critique of Practical Reason*, *The Grounding of the Metaphysics of Morals*, and selected essays.

Ronald K. Tacelli, S.J.

PL 602 Philosophy of World Religions (S: 3)

This is a sympathetic and objective, but existential, comparative exploration of eight of the world's higher religions, beginning with readings from each religion's own scriptures (data) and concluding with interpretation and discussion of ecumenical dialogue, especially between East and West.

Peter J. Kreeft

PL 606 Autonomy and Intersubjectivity: The Problem of Self and Other in Modern Philosophy (S: 3)

The problem of the philosophical understanding of self as simultaneously autonomous and related to an other has been central to modern philosophy. This course will consider this problem from its origins in Kant, the attempted transformation through Hegel's concept of *recognition*, Marx's reappropriation of Hegel through the Aristotelian concept of *species-being*, and Nietzsche's theory of tragedy; to how contemporary philosophy addresses the problem, focusing on Husserl's famous fifth *Cartesian Meditation*, Heidegger's concept of *mitsein*, and Gadamer's notion of the *fusion of horizons*. Finally, with the linguistic turn, the issue of the proper relationship of self and other re-emerges in speech-act theory (Austin and Searle and others) and in narrative (Ricoeur and Levinas and others). This course will consider the various ways in which the philosophical problem of knowledge of the other has been appropriated by these various authors. *David M. Rasmussen*

PL 608 Humanism and Anti-Humanism (F: 3)

An examination of the problem of humanism and its critics on the contemporary philosophical scene.

William J. Richardson, S.J.

PL 610 (HS 616) The Scientific Revolution and Its Consequences (S: 3)

An exploration of the great revolution of the 16th and 17th centuries that created modern science. The topics will include the following: the creation of a methodology for science; new principles of evidence and new sources of authority; organization and dissemination of knowledge; sources of support or patronage for the new science; and the social, religious, and intellectual components of the revolution.

I. Bernard Cohen

PL 624 Pascal and Aquinas: Reason and Religious Belief

We will begin by reading selections from the writings of Descartes and Locke on the nature of reason and on religious belief. We will then turn to Pascal's critique of the incipient rationalism of early modern philosophy, a critique that is integral to his apology for the Christian faith. Having studied Pascal's position, we will turn to an alternative account of reason and faith found in Aquinas. *Not offered 1996-97* *Thomas S. Hibbs*

PL 625 (TH 478) The Problem of Self-Knowledge

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. The work of Bernard Lonergan will serve as a guide. *Not offered 1996-97*

Joseph F. Flanagan, S.J.

PL 626 Hannah Arendt: Learning to Love the World

This course is an examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, and judging. *Not offered 1996-97*

James W. Bernauer, S.J.

PL 632 The Later Heidegger

Prerequisites: At least two philosophy courses beyond Core

This course is an introductory reading of representative texts of the later period for beginning M.A. students and advanced undergraduate majors. A serious knowledge of *Being and Time*, such as that gained from The Heidegger Project or its equivalents, is required. *Not offered 1996-97*

William J. Richardson, S.J.

PL 637 Hegel's Philosophy of Law

This seminar will consider Hegel's philosophy of law from both historical and contemporary perspectives. The seminar will concentrate on a reading of *The Philosophy of Right*. *Not offered 1996-97*

David M. Rasmussen

PL 638 Plato: Selected Dialogues

A study of Platonic dialogues, chosen to suit the philosophical interests of the instructor and the students. For students with some background in Plato. *Not offered 1996-97*

Arthur R. Madigan, S.J.

PL 640 Evolution of Greek Metaphysics

This course is a consideration of the development of metaphysics from the speculations of the Presocratics to the systems of the Neoplatonists. Texts to be studied will vary from year to year, but the greater part of the course will be devoted to metaphysical texts from Plato's dialogues and Aristotle's *Metaphysics*. *Not offered 1996-97*

Arthur R. Madigan, S.J.

PL 647 Feminist Perspectives on Philosophical Traditions (F: 3)

Feminist thinking is anchored in women's experience, yet efforts to argue for an essentially male or female point of view are problematical. Beginning with an examination of this tension, the course will explore what it means to have a distinctively feminist approach to philosophical problems and for philosophy to be gendered. The course will focus on some practices of exclusion—both implicit and explicit—through which women have been constructed in philosophical theories. The following topics will be among those considered: the conception of human nature in ideas of the good life; and how ideals such as morality and autonomy, reason and freedom, depend on particular assumptions about the nature of experience and reality, masculinity and femininity.

Ingrid H. Scheibler

PL (SC) (MC) 670 Technology and Culture

William Griffith

PL 677 Intermediate Symbolic Logic

The course will compare and assess traditional Aristotelian logic and modern symbolic logic. *Not offered 1996-97*

Thomas S. Hibbs

PL 691 Kant's Critique of Judgment

This seminar will focus on a reading of Kant's famous "Third Critique." We will also consider contemporary readings of *The Critique of Judgment*, and will be interested in the impact of this work on contemporary aesthetic theory and its contribution to recent debates on ethics, politics, and contemporary democratic theory. *Not offered 1996-97*

David M. Rasmussen

PL 703 American Pragmatism (S: 3)

American pragmatism vigorously rejects all closed systems of truth in favor of a dynamic theory of truth-in-the-making, which justifies and encourages free human participation in the completion of an unfinished universe. This emphasis upon action makes pragmatism the most characteristic expression of American life, its civilization, and its mind. A reading of selected texts from early American pragmatists and from more recent sources should provide an introduction to this rich and evocative tradition. *Richard Cobb-Stevens*

PL 709 (HS 916) Political Sexuality (S: 3)

This seminar will resume Michel Foucault's interrupted investigations into the history of modernity's political sexuality. There will be an initial consideration of contemporary philosophical-historical approaches to the analysis of sexuality. Most of our discussions will then focus upon the emergence and operation of German fascism as a regime of political sexuality. In light of this examination, we will attempt to evaluate current strategies for comprehending the public role of sexuality.

James W. Bernauer, S.J.

PL 713 Aristotle's Physics and Metaphysics

This class will have as its main goal a complete and careful reading of these two very difficult texts. Are Aristotle's physical and metaphysical conclusions consistent and complementary, or do they stand in some sort of tension with one another? Aristotle's works on natural science and psychology will be considered as necessary to supplement our examination of these texts and questions. *Not offered 1996-97*

Eileen C. Sweeney

PL 715 Heidegger: Language and History of Being (S: 3)

This course will examine how Heidegger's developing insight into the nature of language shaped his critique of Western metaphysics and its central concepts. Beginning with his essay on the work of art, and his interest in the figure of the poet and poetic language, Heidegger shifts his earlier conception of history and of the history of philosophy and developed a conception of a "history of Being." This course will examine some of the stages in this development and consider how an experience of language transforms the task of thinking.

Ingrid H. Scheibler

PL 716 Aquinas and the *De Unitate Intellectus*

A detailed examination of the *De Unitate Intellectus* in light of the teaching of Latin Averroism on the separate Agent Intellect and the condemnation of that teaching in 1277. *Not offered 1996-97*

Norman J. Wells

PL 718 Psychoanalysis and Literature

This course will be a doctoral-level seminar that will examine various psychoanalytic approaches to literature as these become manifest in efforts to interpret psychoanalytically Edgar Allen Poe's short detective story, "The Purloined Letter." *Not offered 1996-97*

William J. Richardson, S.J.

PL 719 Aquinas on Law and Virtue

Ethics has become once again a central concern for the understanding of human life. Before "After Virtue" there was Virtue. For "Legitimation Theory" there has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of "Virtue and Law" in Part II.1 and on the "Particular Virtues" as elaborated in Part II.2. *Not offered 1996-97*

Oliva Blanchette

PL 720 Plato's Theory of Knowledge

Central works in understanding Plato's theory of knowledge are the *Theaetetus* and the *Sophist*. In one, he gives a theory of perception that excludes explicit reference to the Forms, and in the other a description of the Forms independent of their relation to sensible objects. This presents the reader with the problem of discerning whether these two complementary dialogues are part of a unified theory, how they relate to other Platonic dialogues, and the purpose behind Plato's unusual philosophical method. *Not offered 1996-97*

Gary M. Gurtler, S.J.

PL 721 Philosophy and Tragedy: Hegel to Nietzsche

The course intends to be a close textual analysis and a critical appraisal of two typical and opposite approaches to Greek tragedy; namely, a Hegelian one based on the principle that tragedy already anticipates metaphysics, and a Nietzschean one based on the principle that metaphysics is blind toward the naming of tragedy. *Not offered 1996-97*

Jacques M. Taminiaux

PL 728 Michel Foucault

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology), and the relationship of these human sciences to models of rationality and modes of political action. *Not offered 1996-97*

James W. Bernauer, S.J.

PL 735 Jurisprudence and Philosophy

We will consider contemporary approaches to philosophy and law with particular emphasis on *Facticity and Validity* by Jurgen Habermas. *Not offered 1996-97*

David M. Rasmussen

PL 736 Medieval Thought

An in-depth study of medieval thought, where the problems of God, man, and the cosmos are considered from St. Augustine to Ockham. *Not offered 1996-97*

Norman J. Wells

PL 737 Plato's *Sophist*

The *Sophist* is a crucial dialogue for understanding Plato's philosophical project. It deals with the forms and their relation to one another as an answer to the dilemma posed by Presocratic philosophy. Plato's response is to take the characteristics of the one and the many and to recombine them. He thus describes being in terms of motion and rest and of sameness and difference. This course will try to relate the *Sophist* to its roots in the Presocratics, especially Parmenides and Heraclitus, and to indicate its influence, especially in Aristotle and Plotinus. *Not offered 1996-97*

Gary M. Gurtler, S.J.

PL 739 Paradigms of Public Reason: Contemporary Perspectives in Law, Politics and Philosophy (F: 3)

A number of approaches to modern discourses on politics have emerged recently under the category of public reason, with a particular focus on the interrelationship between law, politics, and philosophy. This course will consider various approaches to public reason, including: (1) the postmodern paradigm (Derrida among others); (2) the liberal paradigm (Rawls, Scanlon, Dworkin, Ackerman and others); (3) the procedural paradigm (Habermas and others); and (4) the republican paradigm (Arendt, Michelman, Sandel, MacIntyre, Taylor, and others). This course will examine representative arguments within these various paradigms regarding the character of public reason. *David M. Rasmussen*

PL 740 Gadamer: Philosophical Hermeneutics

Prerequisite: Familiarity with Heidegger

The course aims to introduce Gadamer's thought and to examine what is distinctive about his appropriation of Heideggerian themes. We will focus on Gadamer's major work, *Truth and Method*, looking also at essays from the later collections, *Reason in the Age of Science* (1981) and *The Relevance of the Beautiful* (1986). The course examines Gadamer's concept of understanding in light of questions such as the following: How does Gadamer claim to overcome the opposition between objectivism and relativism? Is hermeneutical philosophy inherently conservative, as critics have maintained? We will conclude by looking at Jurgen Habermas' criticism of Gadamer and the debate that followed. *Not offered 1996-97*

Ingrid H. Scheibler

PL 741 Aristotle on Human Knowledge (F: 3)

Aristotle classifies human knowledge in a variety of contexts. Knowledge may be logical, ethical, or physical; it may be practical, productive, or theoretical; it may be mathematical, physical, or theological; and while some things are more knowable to us, others are more knowable in themselves.

The course will give systematic consideration to Aristotle's several treatments of the kinds of knowledge, concentrating on the central concept of *episteme haplos*, knowledge in the strict sense, or better, knowledge of the highest sort had by humans. We shall engage in close readings of crucial passages in the *Metaphysics*, *Ethics*, *De Anima*, and *Organon*.

William Wians

PL 743 Philosophy of Literature: Shakespeare (S: 3)

Discussion of philosophical interpretations of some literary classics—in particular Shakespeare's

Hamlet—by such modern thinkers as Derrida, Freud, Girard, and Lacan. *Richard M. Kearney*

PL 745 Rawls and Habermas

This course will consider the recent writings of John Rawls and Jurgen Habermas. We will be particularly interested in Rawls' reconstruction of *Political Liberalism* and Habermas' critique thereof. *Not offered 1996-97*

David M. Rasmussen

PL 749 Plotinus and Augustine

The course will compare the thought of Plotinus and Augustine whose texts mark the transition from ancient to medieval philosophy, from paganism to Christianity. *Not offered 1996-97*

Thomas S. Hibbs

PL 753 Rousseau and Kant: Social and Political Theory (S: 3)

This seminar will be concerned with Rousseau and Kant's political theories in relation to their theory of interpersonal relations, the passions, and virtues and vices. We will read Rousseau's *Discourse on Inequality* and *Social Contract*, but also *Emile* and *Julie*. Besides Kant's political writings, we will consider his *Lectures on Ethics* and *Anthropology* with their discussions of emotion, entertainment, friendship, and virtue. *Eileen C. Sweeney*

PL 754 Problems in Cartesian Studies

A seminar course devoted to a detailed examination of the objections to the *Meditations* and Descartes responses thereto. *Not offered 1996-97*

Norman J. Wells

PL 758 The Early Works of Levinas

This is a study of the ethical philosophy of Emmanuel Levinas, with emphasis on his critique of Heidegger. *Not offered 1996-97*

Jacques M. Taminiaux

PL 761 Hegel's Phenomenology of Spirit

This is a textual analysis, with special attention to method, structure, and the social dimensions of spirit. *Not offered 1996-97*

Oliva Blanchette

PL 762 Søren Kierkegaard

This course will deal primarily with the early pseudonymous writings of Søren Kierkegaard. The following topics will be emphasized: (1) the function of irony and indirect communication in the pseudonymous works, (2) the significance of the stages of existence, and (3) the nature of the relationship which Kierkegaard posits between language, self-understanding, and human autonomy. *Not offered 1996-97*

Vanessa P. Rumble

PL 763 The Greeks and Human Knowledge (S: 3)

From the beginnings of their literature, Greek writers showed a steady concern and even preoccupation with what human beings may know and what may lie concealed from our knowing. The concern is readily apparent in the so-called Presocratic philosophers, but it figures prominently in the works of epic, lyric, and tragic poets, and surfaces in medical writers and historians as well. The course will be devoted to a careful study of relevant philosophical and literary texts primarily from the archaic and classical periods, with works of Hesiod, Aeschylus, Sophocles, Euripides, Heraclitus, and Parmenides receiving most attention. Seminar members will also consult pivotal modern discussions of the

Greeks and human knowledge by thinkers such as Nietzsche and Heidegger. *William Wians*

PL 765 Machiavelli and Hobbes (F: 3)

Machiavelli and Hobbes are the principle architects of the political form of modernity, the universal and homogeneous State. This course explores the relationship between their political and moral philosophies. Emphasis will be placed on the following themes: the critique of altruism, war as a natural condition, and a radically new account of reason and the passions will be considered.

Richard Cobb-Stevens

PL 768-769 Insight (F: 3-S: 3)

This is a two-semester course exploring the basic themes and method of Lonergan's *Insight*, through a close textual reading.

Patrick H. Byrne

PL 774 Beyond Aristotle's Physics

In this graduate seminar, we will reconsider the relationship between Aristotle's *Physics* and his *Metaphysics*, with reference to his division of the theoretical sciences (physics, mathematics, and metaphysics). We will consider the medieval tradition of interpretation and compare it with contemporary Aristotelian scholarship, but our primary task will be to come to terms with the texts themselves and their internal relationship. *Not offered 1996-97*

John J. Cleary

PL 775 Studies in Thomistic Psychology

Topics to be considered are the following: the relationship between logic and psychology, sensation and abstraction, the unity of soul and body, the soul's knowledge of itself, and the immateriality of the soul. Texts will be taken from Aquinas' commentaries on Aristotle's *Physics* and *De Anima*, and from the *Summa Contra Gentiles*. *Not offered 1996-97*

Thomas S. Hibbs

PL 776 Debates in Hermeneutic Imagination

This course explores how the concept of hermeneutic imagination evolves from the work of Heidegger and Gadamer to the recent work of Paul Ricoeur. It also discusses the critiques of hermeneutic imagination by Derrida and Lyotard, particularly as it relates to the dialectic between ethics and poetics. *Not offered 1996-97*

Richard M. Kearney

PL 777 Descartes and the Cartesian Tradition

A close analysis of the classical Cartesian positions on the self, God, and the world as they are discussed in the *Meditations*. *Not offered 1996-97*

Norman J. Wells

PL 782 Philosophy of Language

This course will focus on the major strands in twentieth century philosophy of language, beginning with Bertrand Russell and ending with Jacques Derrida. Along the way we will study the views of I.A. Richards, Ludwig Wittgenstein, Kenneth Burke, J.L. Austin, and Paul Ricoeur. *Not offered 1996-97*

Eileen C. Sweeney

PL 783 Phenomenology of Desire: Hegel to Levinas

This course examines a number of modern philosophies of desire from Hegel's *Phenomenology of Spirit* and Kierkegaard's *Banquet* (a parody of Plato's *Symposium*), to more recent accounts of Eros in Sartre's *Being and Nothingness*, Ricoeur's

Freud and Philosophy, and Levinas' *Totality and Infinity*. *Not offered 1996-97*

PL 787 Time in Phenomenology

Time was a central issue for both Husserl and Heidegger. This course will offer a close analysis of Husserl's lectures on time-consciousness and of the chapters on time in *Being and Time* and in *The Basic Problems of Phenomenology*. *Not offered 1996-97*

Jacques M. Taminiaux

PL 788 Aristotle: Metaphysics and Ethics

The purpose of this course will be to show the interrelation, in method and idea, between the different areas of metaphysics and ethics in Aristotle's philosophy. The similarities that link one area to another can be examined to see if Aristotle's system as a whole is consistent in its own terms and able to defend itself against challenges, especially from Platonic quarters. *Not offered 1996-97*

Gary M. Gurtler, S. J.

PL 795 Merleau-Ponty on Painting

Merleau-Ponty devoted several essays to painting—from "The Doubt of Cezanne" to "The Eye and the Mind." This course is an attempt to determine the philosophical reason for his interest in painting, and to discuss such questions as the following: what does painting teach to the phenomenologist of perception? How can painting inspire the activity of thinking? Is there any similarity between the history of painting and the history of philosophical thought? *Not offered 1996-97*

Jacques M. Taminiaux

PL 796 Seminar: Hegel's Logic

This is a textual analysis of the first part of Hegel's System, starting from the "Logic of Being" and moving into the "Logic of Essence," with special attention given to the method of Hegel's thought. Open only to graduate students. *Not offered 1996-97*

Oliva Blanchette

PL 797 Seminar: Hegel's Logic II

This is a textual analysis of the "Logic of Concept" as the culmination of Hegel's *Logic* leading into the *Philosophy of Nature*. *Not offered 1996-97*

Oliva Blanchette

PL 799 Readings and Research (F: 3-S: 3)

By arrangement.

The Department

PL 801 Thesis Seminar (F: 3-S: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

The Department

PL 805 The World of the Presocratics

This graduate seminar will attempt to explore the philosophical world of the Presocratic thinkers from Thales to Anaxagoras. The core of the seminar will consist of a detailed examination of the long poem of Parmenides, together with a consideration of the famous paradoxes of Zeno as a codicil to the Parmenidean world-view. *Not offered 1996-97*

John J. Cleary

PL 818 Heidegger on Art

A textual and contextual analysis of Heidegger's essay on "The Origin of the Work of Art." *Not offered 1996-97*

Jacques M. Taminiaux

PL 819 Kant and Hegel on Art

Textual examination of Kant's *Third Critique* and its influence on Hegel's *Philosophy of Art*. *Not offered 1996-97*

Jacques M. Taminiaux

PL 820 Reason and Faith in Hegel, Kierkegaard, Blondel (F: 3)

Starting from an examination of how infinity presents itself in each of these authors, the seminar will study how each proceeds in philosophy of religion and in the question of the relation between reason and faith.

Oliva Blanchette

PL 823 Levinas' Totality and Infinity (F: 3)

A close study of the book that established Levinas as a major ethical thinker.

Jacques M. Taminiaux

PL 824 Arendt and Heidegger

This is a close study of *The Human Condition* and *The Life of the Mind*, with emphasis on Arendt's critique of Heidegger. *Not offered 1996-97*

Jacques M. Taminiaux

PL 832 Philosophy and Theology in Aquinas

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of revelation manifest. Special attention will be given to methodological discussions at the beginning of the various parts of the *Summa Theologiae* and the *Summa Contra Gentiles*, as well as to the order of both theology and philosophy as he understood them. *Not offered 1996-97*

Oliva Blanchette

PL 841 The Structure of Finite Being

This is a detailed analysis of the famous controversy on essence and existence and the problem of their distinction. The role of Suarez as a historian and critic of the "real distinction" will be examined. *Not offered 1996-97*

Norman J. Wells

PL 848 Plato's Legacy in the German Philosophies of Tragedy (S: 3)

This course discusses the significance of the recurrence of Platonist patterns in the philosophical interpretations of Greek Tragedy by philosophers such as Hegel, Nietzsche, and Heidegger.

Jacques M. Taminiaux

PL 852 Heidegger's Seminar (1924-25): Platon: Sophistes (F: 3)

A close reading of selected sections of Heidegger's text. Discussion will be based on the German original, though an English version will be available for reference.

William J. Richardson, S.J.

PL 855 Seminar: Heidegger I (F: 3)

This course is a close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time, and being.

Thomas J. Owens

PL 856 Seminar: Heidegger II (S: 3)

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Thomas J. Owens

PL 868 Kant's Ethics

Prerequisite: Solid knowledge of Kant's, *Critique of Pure Reason*

This is an examination of Kant's ethical system, with a focus on the capacity to deal with radical evil. *Not offered 1996-97*

William J. Richardson, S.J.

PL 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PL 900 Husserl's Logical Investigations

This is a critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psychologism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence. *Not offered 1996-97*

Richard Cobb-Stevens

PL 901 Husserl's Later Works

This course is designed as a continuation of the fall semester course in Husserl's *Logical Investigations*. It will focus on the principal themes of the following works of the later Husserl: *Cartesian Meditations*, *The Crisis of European Sciences and Transcendental Phenomenology*, and *Formal and Transcendental Logic*. *Not offered 1996-97*

Richard Cobb-Stevens

PL 990 Teaching Seminar (F: 0-S: 3)

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

Richard Cobb-Stevens

PL 999 Doctoral Continuation (F: 0-S:0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

PHYSICS

FACULTY

George J. Goldsmith, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

Frederick E. White, *Professor Emeritus*; A.B., Boston University; B.S., Ph.D., Brown University

Solomon L. Schwebel, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University

Francis A. Liuima, S.J., *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University

Pradip M. Bakshi, *Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Kevin Bedell, *Professor*; Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

Robert L. Carovillano, *Professor*; A.B., Rutgers University; Ph.D., Indiana University

Joseph H. Chen, *Professor*; B.S., Saint Procopius College; Ph.D., University of Notre Dame

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Gabor Kalman, *Research Professor*; D.Sc., Israel Institute of Technology

David A. Broido, *Associate Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Michael J. Graf, *Associate Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Associate Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

PROGRAM DESCRIPTION

The Department offers comprehensive programs of study and research leading to the degrees of Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students who are intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievement in course work their special aptitude for analysis.

Master's Program

Each candidate for a Master's degree must pass a qualifying examination (Master's Comprehensive) administered by the Department, and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson and usually shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Generally no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The qualifying examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional

or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same courses and qualifying examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722, PH 733, and PH 742 are required.

M.S.T. Degree

The M.S.T. Degree is offered in cooperation with the Graduate School of Education. This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy the requirements of the Graduate School of Education, whose listings should be consulted for information.

Doctoral Program

A student generally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Graduate Affairs Committee with approval by the Chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of his/her major field selection and the Chairperson shall appoint, with the approval of the



Department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are the following: PH 722, PH 733, PH 742, and four additional courses in distinct areas outside the student's research specialty, chosen from the graduate electives of the Department or from other graduate departments with the approval of the Chairperson. PH 761 and PH 771 are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant, or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within two years of entering the doctoral program, each student must take the Comprehensive Examination, usually offered each September. In principle, this examination covers all of physics that a doctoral student can be expected to know at the end of two years of formal course work in the doctoral curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the Department.

Research Area Examination

Within three months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and it covers topics agreed to by the student and his/her Doctoral Committee as appropriate to prepare the student for research work in his/her area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the examination twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination, in addition to the course requirements, becomes a *doctoral candidate*.

Thesis

In consultation with the Doctoral Committee, each student must submit the completed Outline of Thesis form to the Chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to

conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

GENERAL INFORMATION

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Waivers of Departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

Our department is strongly research oriented, with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal and other correlated Fermi liquids, theoretical and experimental studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for plasma instabilities in novel condensed matter systems, the theory of strongly correlated electron systems, and the properties of nanostructured semiconductor systems.

Significant research facilities are available to our graduate students. Departmental facilities include laser-equipped optical laboratories, a low-temperature physics laboratory equipped with superconducting magnets, a DEC Alpha 400, graduate and undergraduate computational facilities, and access to the University computing system. As part of its ongoing expansion, the Department of Physics will greatly enhance and supplement these facilities during the next few years. The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Illinois CRAY supercomputing facility, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

A diagnostic examination is administered to each entering student to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

Students wishing more detailed information can write to the department, or visit our World Wide Web Homepage located at <http://ph99.bc.edu>.

COURSE OFFERINGS

With approval, courses numbered in the 600s may be elected by graduate students for credit.

PH 700 Physics Colloquium (F, S: no credit)

This is a weekly discussion of current topics in physics. No academic credit. No fee.

PH 707-708 Physics Graduate Seminar I, II (F: 1-S: 1)

A discussion of topics in physics from the current literature. *The Department*

PH 711 Classical Mechanics (F: 4)

Considered are the following: Lagrange's and Hamilton's equations, principle of Least Action, invariance principles, rigid body motion, canonical transformations, Hamilton-Jacobi theory, special theory of relativity, small oscillations, and continuous media. *The Department*

PH 721 Statistical Physics I (S: 3)

This course considers the classical laws and concepts of thermodynamics with selected applications, kinetic and statistical basis of thermodynamics, H-Theorem, the Boltzmann transport equation, and transport phenomena. *The Department*

PH 722 Statistical Physics II (F: 3)

This is a survey of the fundamental principles of classical and quantum statistics, kinetic theory, statistical basis of thermodynamics, and selected applications. *The Department*

PH 732 Electromagnetic Theory I (S: 4)

Considered are the following: physical bases for Maxwell's equations, electrostatics and magnetostatics, multipole moments, energy and momentum conservation for the electromagnetic field, wave phenomena, and point charge motion in external fields. *The Department*

PH 733 Electromagnetic Theory II (F: 4)

This course surveys radiation theory, gauge choices and transformations, Lienard-Wiechert potentials, dispersion and scattering theory, special theory of relativity, covariant electrodynamics, and spin and angular momentum of the electromagnetic field and selected applications. *Baldassare DiBartolo*

PH 735-736 Techniques of Experimental Physics I, II (F: 3-S: 3)

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators, and metals. Coherent and incoherent light sources, photoemissive, photoconductive, and photovoltaic transducers, analog-to-digital and digital-to-analog converters, microcomputer interfaces, electrometers, lock-in detectors, spectrometers, cryostats, and laboratory magnets represent the kinds of apparatus that will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture. *George Goldsmith*

PH 741 Quantum Mechanics I (F: 4)

Considered are the following: fundamental concepts, bound states and scattering theory, the Coulomb field, perturbation theory, angular momentum and spin, and symmetry and the Pauli principle. *Kevin Bedell*

PH 742 Quantum Mechanics II (S: 4)

Considered are the following: interaction of radiation with matter, selection rules, second quantization, Dirac theory of the electron, and scattering theory. *The Department*

PH 761 Solid State Physics I (S: 3)

Considered are the following: crystal structure and bonding, diffraction and the reciprocal lattice, thermal properties and lattice vibrations, the free-electron model, energy bands in solids, and semiconductor theory and devices. *The Department*

PH 771 Plasma and Space Physics (F: 3)

This course comprehensively examines the plasma state of matter, with an emphasis on space and astrophysical conditions. Topics include basic plasma concepts (Debye length, plasma oscillations, etc.), kinetic theory as it applies to the plasma state (plasma kinetics), and magnetofluid dynamics. Selected applications from magnetospheric, astro, space, or ionospheric physics are chosen to illustrate the four main topics of the course: plasma transport phenomena, thermal and radiative processes in plasmas, plasma waves and instabilities, and electromagnetic waves in plasmas. *Gabor Kalman*

PH 799 Readings and Research in Physics (F, S: credits by arrangement)

By arrangement. The Department

PH 801 Physics Thesis Research (F: 3-S: 3)

A research problem of an original and investigative nature. *The Department*

PH 835 Mathematical Physics (F: 3)

This course considers the following: matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, and introduction to Green's functions. *The Department*

PH 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. *The Department*

PH 910 Seminar: Topics in Physics (S: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department. *The Department*

PH 934 Electromagnetic Theory III

This course is a continuation and extension of classical electromagnetism to the quantum theory of light. Topics include Planck's theory of radiation, Einstein's A and B coefficients, Kramers-Kronig relations, statistical and coherence properties of light, quantization of the radiation field, the optics of photons, and the theory of the laser. *Not offered 1996-97*

PH 950 Group Theory

Considered are the following: basic concepts, point symmetry groups, and selected applications in quantum and elementary particle theory. *Not offered 1996-97*

PH 970 Quantum Mechanics III

This course surveys formal theory of scattering of Dirac particles, quantum electrodynamics, S-matrix theory, and generalized symmetry principles and conservation laws. *Not offered 1996-97*

PH 975 Many Body Physics

This course is an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems, and on modern approximation methods; noninteracting and interacting Fermi and

Bose systems; electron gas; nuclear matter; superconducting Fermi systems; response functions and many body Green function methods. *Not offered 1996-97*

PH 980 Elementary Particle Physics

Considered are the following: properties and systematics of elementary particles; scattering; decays; resonances; symmetry principles; classification schemes; theory of strong, weak, and electromagnetic interactions; and field theory and recent developments are also included. *Not offered 1996-97*

PH 992 Advanced Topics in Mathematical Physics

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience. *Not offered 1996-97*

PH 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. *The Department*

PH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. *The Department*

POLITICAL SCIENCE

FACULTY

Peter S. H. Tang, *Professor Emeritus*; A.B., National Chengchih University; A.M., Ph.D., Columbia University

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

David Lowenthal, *Adjunct Professor*; A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Kay L. Schlozman, *Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Robert Scigliano, *Professor*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Susan M. Shell, *Professor*; B.A., Cornell University; Ph.D., Harvard University

Donald S. Carlisle, *Associate Professor*; A.B., Brown University; Ph.D., Harvard University

David A. Deese, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Dennis Hale, *Associate Professor*; Chairperson of the Department; A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

David R. Manwaring, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Robert S. Ross, *Associate Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

John T. Tierney, *Associate Professor*; A.B., Johns Hopkins University; Ph.D., Harvard University

Jennie Purnell, *Assistant Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

**PROGRAM DESCRIPTION**

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

The Master's program requires ten courses with at least one course taken in three of the Department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses or for writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Doctor of Philosophy Degree

The program entails sixteen courses (three or four a semester) about half of which, taken in a single field, constitute minors. Study done in another department may be counted toward the major, or may be substituted for one of the minors. Special fields of a student's devising may be offered in place of regular fields when appropriate. Students must also demonstrate reading proficiency in one foreign language, modern or ancient.

Admission

All applications must be completed by February 15.

Financial Aid

The Department has several renewable grants for entering doctoral students. They carry full tuition remission and a stipend, which is partly a fellowship and partly a research or teaching assistantship. A Thomas P. O'Neill Fellowship for an entering doctoral student interested in American Politics is also offered.

COURSE OFFERINGS

Graduate Seminars

PO 702 Field Seminar (F: 3)

This seminar is intended to provide graduate students with a general intellectual survey of the field of American government and politics. In terms of the topics it covers, it is not unlike an introductory American government course, but its intellectual agenda is different, focusing on prominent scholarly debates, lines of inquiry, and perspectives. It is taught by all of the department's American government faculty; each of whom takes a two-week segment of the course for his or her specialty. Among the topics considered are the founding, the judiciary, the Constitution and the courts, current Constitutional issues, American political thought (20th century), Federalism, Congress, the bureaucracy, the presidency, public policy, changing party alignments, organized interests, party organization and elections, and social movements. *Kay L. Schlozman*

PO 710 American Presidency (S: 3)

A historical and analytic consideration of the office and powers of the Chief Executive.

Robert Scigliano

PO 861 Nature of Order in International Politics (F: 3)

The course first reviews the basic nature of war, the use of force, and coercive diplomacy and power at the international level. It then focuses on the sources of order that underlie politics among nations: domestic norms and law, balance-

ing and bandwagoning by states, the major powers as managers, and international law and institutions. The final unit asks how the end of the Cold War and new forces in international relations are likely to affect war, the use of force, and the nature of order in the 1990s. The seminar emphasizes classic work in the field, primary materials, and individual research projects.

David A. Deese

PO 908 The Political Philosophy of Hume (S: 3)

This course will examine the moral, political, and religious implications of David Hume's attempt to establish a system of the sciences "on a foundation almost entirely new."

Nasser Bebnegar

PO 932 Locke's Political Philosophy (F: 3)

The chief texts to be studied are *An Essay Concerning Human Understanding* and *Some Thoughts Concerning Education*.

Robert K. Faulkner

PO 939 Aristotle and Shakespearean Tragedy (F: 3)

A reading of *Macbeth* and *King Lear* against the background of Aristotle's *Poetics*, and the analyses of tragedy by Lessing and A. C. Bradley.

David Lowenthal

PO 945 Heidegger (S: 3)

A reading of *Being and Time*, with a view toward its politics (or lack thereof).

Susan Shell

PO 962 Kant (F: 3)

Susan Shell

Graduate-Undergraduate Seminars

PO 379 Seminar: Current Constitutional Issues II (F: 3)

David R. Manwaring

PO 465 Seminar: Modern Mexican Politics (S: 3)

Mexico is in the midst of a very complex and conflictual process of political reform, which may result in the development of a more democratic political system. The seminar explores the dynamics of this process by focusing on the roles played by different factions within the ruling party, opposition parties across the political spectrum, and a wide range of social movements. It then turns to the relationship between national political institutions and village politics, exploring the ways in which issues and conflicts resolved at the national level, particularly those related to land, continue to play an important role in local politics.

Jennie Purnell

PO 466 Seminar: Religion in Western European Politics (S: 3)

This seminar will compare the political behavior of members of different religious traditions in Western Europe. Among Christians the political behavior of Roman Catholics, Lutherans, Calvinists, Anglicans, and Protestant nonconformists, and among non-Christians of Jews and Moslems, will be studied. The possible impact(s) of secularization will also be addressed.

Marvin Rintala

PO 467 Seminar: The Balkans in Our Times (F: 3)

This course explores the Balkans' turbulent history and present politics among and within the States into which it is divided. The era of Communist rule, the collapse of Yugoslavia, and the Bosnian crisis will be analyzed. Special attention

will be devoted to the transformations underway in Bulgaria and neighboring States. The past and present role of Turkey in the region will also be addressed.

Donald S. Carlisle

PO 556 Seminar: International Peace and War in the 1990s (S: 3)

This seminar surveys some of the classic work on the relationship between politics and war, highlighting insights of continuing relevance in the twentieth century. The core units focus on the causes of conflict and paths to reducing the number and intensity of international wars. Selected case studies include World War I; Vietnam; the Middle East in 1967 and 1973; Afghanistan, 1980-1989; Iran-Iraq, 1981-1988; and the Iraq-U.S./Coalition War of 1991. The conclusion addresses the creation of conditions and institutions for peace and conflict management in the 1990s.

David A. Deese

PO 656 Seminar: Plutarch's Lives (S: 3)

A study of this classic biography of the greatest Greeks and Romans, including Coriolanus, Alcibiades, Alexander, and Caesar.

David Lowenthal

PO 663 Seminar: Political Thought of Abraham Lincoln (F: 3)

A study of selected speeches.

David Lowenthal

PO 672 Seminar: Bacon, Hobbes, and the Refounding of Common Law (S: 3)

The chief texts to be studied are certain short writings on the foundation of law by Francis Bacon, the *Elements of Law* by Thomas Hobbes, and brief selections from some earlier accounts.

Robert K. Faulkner

Undergraduate Courses Open to Graduate Students

American Politics

PO 306 Parties and Elections in America (F: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in instructing political conflict and the role of elections in enhancing citizen control of political leaders.

Kay L. Schlozman

PO 307 Environmental Law (S: 3)

This course is designed to introduce students to the intricacies and structure of legal mechanisms and remedies available in the important and expanding field of environmental law. Environmental law covers virtually every area of the legal system—from common law litigation and constitutional claims, to cutting-edge issues of complex government agency regulations and the creation and enforcement of international legal norms. The course is offered by two-person teams from the law school, under the supervision of Law school Professor Zygmunt Plater.

Zygmunt Plater

PO 308 Public Administration (S: 3)

This course will be devoted to the examination of the behavior of public administrative agencies at

all levels of government, with a focus on the federal bureaucracy. Among the topics covered are the following: theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. Among the questions considered are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Dennis Hale

PO 309 Congressional Politics and Policy Making (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include the following: the historical evolution of the Congress and its principal institutional changes; the political environment in which members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests); and the institutional structures and organizational patterns that shape the legislative process (leadership, parties, committees, staff, floor procedures, and norms). The course also examines the roles of ideology and public philosophy in shaping the institution and the policy decisions it produces.

John Tierney

PO 312 Women in Politics (S: 3)

In this course we probe the role of women in American politics and the efforts that have been made in the past—and are being made today—on behalf of the collective political interests of women. Drawing on material from various disciplines in order to understand the shared experiences that might seem to give American women joint politically relevant interests, we investigate the different, and often contradictory, ways in which feminist and New Right women define what is in their best interests as women, and analyze the processes by which they organize to act in concert in pursuit of public policies that serve those interests.

Kay L. Schlozman

PO 316 Topics in American Politics: The President, Congress, and War Power (F: 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers, and political practice from the late eighteenth century to the present.

Robert Scigliano

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power and the Court's special role as protector of individual rights.

David R. Manwaring

PO 329 American Political Ideas and Institutions (F: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by

Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

PO 332 The "Great Rights": The First Amendment and American Democracy (S: 3)

Intensive consideration of two distinctively American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press, and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will be also be devoted to the political and the social impact of these principles and recent political controversies they have fostered.

David R. Manwaring

PO 342 Public Policy-Making in the U.S. (S: 3)

The course examines public policy-making in the United States, particularly at the federal level. The course provides an in-depth look at the national policy-making process from agenda-setting through implementation. In addition to understanding the policy-making process as one of conflict and cooperation among different institutions, political actors, and interests, the course also tries to explain policy-making as a struggle over values, symbols, and interpretations. A broad mix of policy areas will be considered. (Not open to students who have taken PO 340.)

John Tierney

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include the following: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

David R. Manwaring

Comparative Politics

PO 405 Politics in Western Europe I (F: 3)

This course introduces a comparison of national-level politics in Western Europe by comparing politics in Britain and France (including the Third, Fourth, and Fifth Republics). Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

Marvin Rintala

PO 406 Politics in Western Europe II (S: 3)

This course introduces a comparison of national-level politics in Western Europe by comparing politics in Germany (including the Imperial, Weimar, National Socialist, and present German political systems), Sweden, and Switzerland. Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

Marvin Rintala

PO 407 (HS 149) Balkan Civilizations (S: 3)

A study of the non-western historical civilizations of the Balkan nations including Bulgaria, Roma-

nia, Greece, Serbia, and Turkey. The course consists of three parts: (1) the first part will deal with early Slavic and Turkish history with an emphasis on differing languages, cultures, and ethnicities; (2) the second part will cover the religious and intellectual aspects of the modern history of these non-western nations, especially the influences of Eastern Orthodox Christianity and Islam; and (3) the third part will analyze nation-building and the current political problems, especially ethnic and religious conflicts in the Balkan states.

Donald S. Carlisle

Raymond T. McNally

PO 411 After the USSR: Russia and the Transition (F: 3)

The end of the USSR in December 1991 resulted in 15 separate countries where once there had been one Soviet State. Russia, Ukraine, Uzbekistan and the other countries that once made up the USSR are now independent states; they are in the process of transition from Communism to what is uncertain and unclear. This course explores these traumatic transitions, especially in Russia, and both its domestic and foreign policies since 1991 will also be examined. Russia's former Soviet neighbors' prospects will also be explored. Major focus will be on how and why the Soviet Empire collapsed and whether or not there is a possibility of the empire reemerging.

Donald S. Carlisle

PO 438 (HS 272) Introduction to Russian, Soviet, and East European Studies (F: 3)

This course provides the student with the key themes, theories, and approaches necessary for further detailed study of Russia, the former USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented. (Not open to those who have taken PO 080.)

Donald S. Carlisle

Raymond T. McNally

PO 439 Leadership in Europe (F: 3)

This course centers on the following questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe, and partly from the careers of some European leaders, including: Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

Marvin Rintala

PO 445 Power and Personality (S: 3)

This course examines both the significance of personality in seeking, obtaining, exercising, and losing power, and the significance of seeking, obtaining, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, Margaret Thatcher, and Adolf Hitler.

Marvin Rintala

International Politics**PO 500 Introduction to International Studies (S: 3)**

Designed specifically and only for sophomores with no prior course work in international studies. Introduces major substantive, cultural, historical, political, and economic areas of international studies, with texts and primary materials from several disciplines. Focuses also on the fundamental issues of population and food; third world nations' development priorities; including the role of women; economic restructuring and political liberalization; and emerging sources of conflict.

David A. Deese

PO 501 International Politics (F: 3)

The principles of operation and the bases of national power and policy of the nation-state system, are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

PO 504 International Politics of Europe (F: 3)

This course is an analysis of the main currents of international relations among European nations, focusing particularly on the rise of Europe as a major international actor, and the problems of building a new European community following the demise of the Soviet Union.

Donald L. Hafner

PO 516 American Foreign Policy (S: 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic, political, as well as the intellectual, foundations of American international behavior will be studied.

Donald L. Hafner

PO 520 (EC 396) (RL 300) The European Experience (Summer: 3)**Summer Study Program in Louvain, Belgium**

This interdisciplinary course is taught by Professors David Deese, Political Science; Jeffrey Howe, Fine Arts; Reverend Francis Murphy, History; Robert Murphy, Economics; and a wide range of officials from the European Community, and professors from the University of Louvain. The thematic focus is the European Community's single internal market. Students live and attend classes at the Irish Institute of European Affairs in Louvain, which is a 20-minute train ride northeast of Brussels, Belgium.

Course units include historical and cultural roots of the European Community, the economics of integration, the political roots and motivations of the Community, the institutions and legal process, and selected art and architecture of Belgium and Europe.

David A. Deese

PO 525 Introduction to International Political Economy (F: 3)

Reviews the development of institutions and processes in the twentieth century. Focuses on international trade, money, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination of the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

David A. Deese

Political Theory**PO 602 The Political Basis of Capitalism (F: 3)**

Capitalism is arguably "the most fateful force in our modern life": deeply problematic, yet seemingly capable of overwhelming all its traditional and modern opponents. This course will consider the moral and political arguments for and against capitalism by focusing primarily on the writings of Adam Smith together with small selections from the writings of Hobbes, Locke, Montesquieu, and Weber.

Nasser Behnegar

PO 606 Foundations of Modern Political Philosophy (F: 3)

A study of the three major stages of modern philosophy, from its initial hopes to its self-doubts, chiefly by close examination of three seminal works by Hobbes, Rousseau, and Nietzsche.

Robert K. Faulkner

PO 627 Shakespeare's Political Wisdom I (F: 3)

Shakespeare and classical philosophy: *Macbeth*, *The Tempest*, and *King Lear*.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

Shakespeare and Christianity: *The Merchant of Venice*, *Romeo and Juliet*, and *Measure for Measure*.

David Lowenthal

PO 631 Ethics and Politics (S: 3)

What is good and what good is it in politics? A consideration of several important accounts of the possibility of justice in principle and in practice.

Robert K. Faulkner

PO 645 Kant's Political Thought (F: 3)

A study of the political philosophy of Kant and its bearing on American political thought and practice. Part of the course will be devoted to various recent attempts to reconceive and/or revive American liberalism along Kantian lines.

Susan Shell

Special Graduate Courses**PO 799 Reading and Research (F, S: 3)**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied, or of some area in which the candidate is deficient. *By arrangement.*

The Department

PO 801 Thesis Seminar (F, S: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.

The Department

PO 888 Interim Study

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PO 998 Doctoral Comprehensive

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

PO 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

PSYCHOLOGY

FACULTY

Marc A. Fried, *Professor Emeritus*; B.S., City College of New York; Ph.D., Harvard University
Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Randolph Easton, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Peter Gray, *Professor*; A.B., Columbia University; Ph.D., Rockefeller University

Marianne LaFrance, *Professor*; A.B., University of Windsor; A.M., Ph.D., Boston University

G. Ramsay Liem, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

Michael Numan, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

William Ryan, *Professor*; A.B., Ph.D., Boston University

Michael Smyer, *Professor*; B.A., Yale; Ph.D., Duke University

Ellen Winner, *Professor*; A.B., Radcliffe College; Ph.D., Harvard University

Daniel J. Baer, *Associate Professor*; A.B., LaSalle College; A.M., Ph.D., Fordham University

Norman H. Berkowitz, *Associate Professor*; A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Hiram H. Brownell, *Associate Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gilda A. Morelli, *Associate Professor*; B.S.C., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

M. Jeanne Sholl, *Associate Professor*; Chairperson of the Department; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

John Mitchell, *Assistant Professor*; B.A., M.A., Queens University, Canada; Ph.D., Concordia University, Canada

Nadim Rouhana, *Assistant Professor*; B.A., University of Haifa; M.A., University of Western Australia; Ph.D., Wayne State University

Kavitha Srinivas, *Assistant Professor*; B.A., Bangalore University; M.S., Purdue University; Ph.D., Rice University



PROGRAM DESCRIPTION

The Ph.D. Program at Boston College offers training in five areas: **Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, and Social Psychology.** The program provides an intellectual environment that allows students to pursue their educational and research objectives working in close association with members of the faculty. In part, this is accomplished by maintaining a very low ratio of students to faculty. The number of students admitted each year is kept small enough to yield a student to faculty ratio of about 1 to 1.

The program adapts an ecological perspective to the study of psychology. Students whose interests fall within or bridge one or more of the five main concentrations of the Program are admitted. In addition, students must have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program accepts students who both wish to pursue academic careers and those who seek employment in nonacademic settings. Recent graduates are working in academic settings, human services, industry, and governmental agencies.

Ecological Perspective

While the faculty and students in the Program are involved in a wide range of individual research pursuits, they share a commitment to an "ecological perspective," which cuts across the various

research specialties. What this means is that the members of the Program place more than the usual emphasis on the real-life contexts of the issues and processes that they study. This ecological perspective counters the frequent tendency for research to be responsive simply to the literature itself, rather than to fundamental questions and needs. In planning and carrying out research on any psychological process, no matter how narrowly or broadly defined, the ecological perspective encourages the researcher to be continuously concerned with the contexts in which the process normally operates. It is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in which behavior and experience take place, and, conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

One concrete manifestation of the Program's ecological perspective is the incorporation of field placements in a student's program of study. In such placements, students make use of real-world environments to learn about aspects of behavior relevant to their research interests. In addition to the role that field placements play in basic research, experience has shown that such placements can provide a special advantage for those students who seek to secure employment in non-academic settings upon completion of the Program.

Five Concentrations

The research specialties of the faculty and students in the Program fall into five broad concentrations. Some faculty and students have interests that span concentrations. The division into the five concentrations provides a formal basis for groups of students and faculty working on related problems to meet frequently to help educate one another.

Concentration in Biopsychology. Faculty and students in the Biopsychology Concentration study the neural basis of behavior. One aspect of this research involves defining neural circuits underlying behavior in terms of their connectivity, neurochemical makeup, and functional role. Complementary interests deal with the effects of experience and endocrine factors on the neural substrates of behavior. Areas of study include neural and endocrine regulation of parental behavior in rodents; neural and endocrine regulation of sexual behavior in rodents; brain dopamine systems and behavioral activation; and the interactions between stress, adrenal hormones, hippocampal function, and memory. A wide range of techniques is used to analyze these problems, including: immunocytochemistry, neural tract-tracing, electrophysiology, computerized image analysis of brain systems, electrochemical detection of neurotransmitter release in the brains of behaving animals, and *in vitro* study of primary cultures of dispersed neurons.

Concentration in Cognition and Perception. Faculty and students in the Cognition and Perception Concentration are studying mental processes and structures, their breakdown, and their application to a variety of common human settings and problems. Areas of study include spatial representation; relations among the perceptual systems; sensory substitution in the visually

handicapped; imagery; memory; classification; attentional changes in aging and as a result of Alzheimer's disease as measured by EEG, EOG, heart rate, and muscle potentials; psychophysiology of stress; and the breakdown of language and communication skills and inferential abilities under conditions of brain damage.

Concentration in Cultural Psychology. Faculty and students in the Cultural Concentration are studying the sociocultural foundations of mental processes and behavior, at the individual and group levels. Areas of study include cross-cultural studies of parenting and child development, cultural construction of the self and emotions, conceptions of mental illness and health in different cultures, the impact of war on children, human rights as a mental health issue, social-psychological dynamics of social change and conflict, and ethnic identity and political culture. These topics are pursued cross-culturally, or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the sociocultural context, interdisciplinary research—involving such fields as anthropology, sociology, and history—is highly valued.

Concentration in Developmental Psychology. Faculty and students in the Developmental Concentration are studying social, emotional, and cognitive development, and developmental processes as they are affected by the familial and sociocultural context. Areas of study include attachment in normal and atypical populations; the emergence of self-knowledge and self-esteem; the role of the culture in skill development; the influence of care giving on sibling and peer relationships; the role of play in the development of interests and cognitive abilities; individual learning styles in a variety of educational settings; the development of artistic abilities in normal and gifted populations; and the acquisition of a theory of mind and the relationship between theory of mind and communication skills. Children from both Western and non-Western communities are studied.

Concentration in Social Psychology. Faculty and students in the Social Concentration are exploring social psychological processes at several levels, ranging from the individual and interpersonal to the group, intergroup, and organizational levels. Areas of investigation include the study of how nonverbal behavior and discourse processes reflect and affect social encounters; what conditions foster interpersonal conflict and its resolution; how the exercise of power in its various forms influences social relationships; how people negotiate equity in intimate relationships; the processes by which social cognitions come to be shared; how social categories, such as gender and ethnicity, frame and constrain social behavior; and what factors affect changes in self-schemas and self-esteem. Research strategies encompass the gamut of experimental and field methodologies.

Program Structure

The Ph.D. Program has a flexible and mainly tutorial structure. Because of the Program's emphasis on tutorial relations to the faculty, a principal criterion for admission is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

After initial consultation with the advisor, two other faculty members are added to form the student's advisory committee. The committee designs a specific program of studies, including course work within and outside the Psychology Department, research apprenticeships, fieldwork, and, most important, independent research. While the content of each student's work is different, there are certain elements common to the work of all students in the Program, as described in the following paragraphs.

Courses and research workshops. It is normally expected that students take the following three courses during their first year in the Program: (1) a two-semester research methods and statistics course dealing with both experimental and non-experimental methodology and data analysis; (2) a two-semester Proseminar in Psychological Theory, with an emphasis on the ecological perspective; and (3) a seminar in the student's area of concentration. Students may take any number of other courses, selected by the student with his or her advisory committee, to be consistent with the student's research and professional objectives. Students' educational needs will carry them across traditional disciplinary boundaries, and, as a result, taking courses in other departments in the University is quite common.

Each year, students participate in a research workshop, consisting of a small number of faculty and students who have shared or have overlapping research interests. These workshops are coordinated by the faculty and advanced graduate students in the Program, and they are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings. Grading of work in the Proseminar and the Research Workshops is on a Pass/Fail basis.

Fieldwork. Students are encouraged to confront the processes that they are studying as they occur in settings other than the Boston College Psychology Department. Toward this end, students typically spend some time in settings that would provide them with an alternative view of the processes they are studying. Depending on a student's particular needs and prior experience, fieldwork can involve work in other laboratories, participant-observation in an organization or institution (e.g., school, hospital, court, government agency, organization for the perceptually handicapped, or a special applied research apprenticeship), or a formal internship in a human services agency. The faculty will help find field placements appropriate to each student's needs and wishes.

Independent research and dissertation. The *sine qua non* for achieving the Ph.D. degree is the proven ability to design and conduct independent scholarly research, and to communicate and defend that research in a clear and concise manner. It is the dissertation research that provides the culmination of graduate education. Students are expected not only to acquire the very specific skills and knowledge needed to carry out their dissertation research, but also to acquire the broader knowledge needed to embed their research in an appropriate scholarly context. Stu-

dents should have some idea of the kind of research they wish to conduct when they first apply to the Program. During their first year they become actively engaged in research within their general field of interest. After demonstrating research competency by the end of their second year, students then move on to develop a dissertation proposal. The final stage of this process, expected to occur in the fourth year, is an oral defense of the dissertation before the Department.

Assessment of academic progress. For the first two years, evaluation focuses on the student's progress in demonstrating competency in research and in three substantive areas. During the first year, students must demonstrate competency in one of five general areas: Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, or Social Psychology. Competency in the general area is demonstrated at the end of the first year by a written exam. Students prepare for the exam by reading from the list of readings in their area of concentration, and, typically, by taking a seminar in their area.

Before the end of the first year, the student and advisory committee define a focus area centering on the student's research interests and an area both adjacent, and related to the student's focal interest, which falls outside the general area studied in the first year. The student and committee design a program of study for the demonstration of competency in the focus and adjacent areas to be completed the second year. This proposal will include the form(s) of evaluation and a time frame for completion. With approval of the advisory committee, on occasion, a student may petition the program for permission to complete the adjacent or focused competency during the first year. In the second year, the student is also expected to demonstrate competency in all phases of the research process—from conceptualization and design through implementation, analysis, and written presentation.

At the end of the first year, the student's progress is evaluated on the basis of the general competency exam, papers, presentations, course work, research activities, and research assistantships, as well as other scholarly work done the first year. In each succeeding year, the student's progress toward completion of the Program is similarly reviewed. At the end of the second year, when the student has completed work in each competency area, a more thorough evaluation takes place and a decision is made as to whether or not to accept that student into formal doctoral candidacy. All evaluations are conducted by the Graduate Evaluation Committee working in conjunction with the student's advisory committee.

Kind of Student Sought. As indicated earlier, the Department seeks students whose interests are compatible with those of one or more faculty members. Thus, the program is ideally suited for students who have already developed research interests in a particular area of psychology. The emphasis on real-world application and fieldwork, along with basic research and theory, makes the Program appropriate for students who seek eventual employment in either academic or nonacademic settings. While most candidates will have majored in psychology as undergraduates,

students who have majored in other fields are also invited to apply. The Program actively seeks out applications from minority students.

Financial Support

Students admitted to the Program are eligible for an annual stipend plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of a research assistantship the first year, a teaching assistantship the second, and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected to be consistent with a student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work.

Application to the Program

To apply for the Ph.D. Program you should submit the following items in addition to the general application to the Admissions Office, Graduate School of Arts and Sciences, Boston College, Chestnut Hill, MA 02167.

- Application form A1, with application fee.
- Application Form 2.
- Abstract of courses.
- Official college transcripts.
- At least two letters of reference from people who are knowledgeable about your potential for research and scholarship. These should be sent directly by those who write them.
- Scores from the Graduate Record Examinations (general and subject).
- A short (two to three pages, maximum) statement of your interests as they relate to the Ph.D. Program. This statement should include your reasons for undertaking graduate education and give some indication of the psychological processes or issues that you are most interested in studying.

Note: Applications are accepted for fall-term admission only. The application deadline is January 1.

COURSE OFFERINGS

Doctoral Program

PS 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

Randolph D. Easton

PS 608 Multivariate Statistics (S: 3)

Prerequisite: An introductory course in statistics

This course provides a conceptual and practical introduction to multivariate statistics. Algebraic demonstrations are used to illustrate the inner workings of procedures, but otherwise the course content is not very mathematical, *i.e.*, there are no discussions based on matrix algebra or calculus. The major focus is on multiple correlation and regression. Other procedures, which are covered in less detail as time permits, include principal components and factor analysis, clustering analysis, and multidimensional scaling. Analyses performed using statistical packages are discussed

in detail. Also addressed are general research issues such as research design, the logic of hypothesis testing, and the role of statistics in psychology as a discipline. *Hiram Browne*

PS 615 Advanced Seminar: Social and Emotional Development (S: 3)

Prerequisite: Developmental Psychology

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy, and prosocial behavior and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce, and single parenthood will be discussed. We will consider the social context within which children live and grow, and explore the role of mothers, fathers, siblings, peers, and schools in the developmental process. *Karen Rosen*

PS 621 History and Theories of Psychology (S: 3)

Prerequisite: Consent of instructor

Survey of the philosophical roots and development of psychological thought from the Greco-Roman and Medieval periods to the present. It includes the emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists, and Associationists to the evolution of psychological theory. This course will review the major developments in nineteenth century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism, and Psychoanalysis will also be considered. In addition, an overview of current theoretical developments and controversies in psychology will be performed. *Ali Banuazizi*

PS 656 Social Psychology of Conflict (S: 3)

Prerequisite: Undergraduates must have permission of the instructor

Social psychological theories of the origins, development, intensification, and resolution of conflict at the personal, interpersonal, and intergroup levels will be examined. Concepts of social identity, life space, group membership potency, group boundaries, attribution, and cognitive schema will be employed extensively in these analyses. Potential effects of conflict at one level on the manifestation of conflict at other levels will be explored. Applications to current interpersonal, organizational, and societal conflicts will be encouraged. The course will employ both lectures by the instructor and student presentations to the class on selected topics. *Norman Berkowitz*

PS 662 Health Psychology (F: 3)

Prerequisite: Permission of the instructor

The role of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders is discussed in the context of clinical and basic research. A relaxation method is practiced in class. Seminar format. *Joseph Tecce*

PS 676 Self, Ethnic Identity, and Asian American History (S: 3)

Prerequisite: Permission of the instructor

This course is designed to explore Asian American history from the perspective of identity formation among Asian Americans. Asian traditions and culture along with the historical experiences of Asians in America will be examined in conjunction with the psychological literatures on self and ethnic identity. As a second historical source, students will conduct oral histories with family members ideally intergenerationally. Participants will also have an opportunity to learn firsthand about contemporary issues facing Asian American communities in the Boston area. The course will be conducted in a seminar format in which students play an active role in facilitating discussion. Enrollment will be limited to 15 students. *Ramsay Liem*

PS 680 Advanced Topics in Developmental Psychology (F: 3)

This seminar explores major theories and issues in both cognitive and social developmental psychology. The seminar provides an overview of the current state of the field of developmental psychology. The course is open to advanced undergraduates as well as graduate students. *Ellen Winner*

PS 681 Advanced Topics in Cultural Psychology (S: 3)

Prerequisite: Permission of the instructor

This seminar reviews some of the major conceptual and methodological issues in the emerging field of cultural psychology. The topics include cognition, emotions, the self, gender roles, and ethnic identity and conflict—all of which will be considered in their particular relationship to different Western and non-Western cultural traditions. With each topic in mind, the extent to which psychological processes at both the individual and collective level develop or are transformed by specific sociocultural environments will be explored. Given the inherently interdisciplinary orientation of cultural psychology, readings for the course will be drawn from the literature of anthropology, sociology, history, as well as psychology.

The course will be limited to advanced undergraduates or graduate students concentrating in any of the social science disciplines. Enrollment will be limited to 15 students. *Ali Banuazizi*

PS 682 Advanced Topics in Social Psychology

Prerequisite: PS 131 or the consent of the instructor

This course will explore classic and contemporary issues in social psychology, as well as investigate the role such issues play in real-world concerns. Topics include social cognition, emotion and social behavior, gender and power, verbal and nonverbal communication, cooperation and conflict, dyadic and intergroup relationships, and the social self. *Marianne LaFrance*

PS 684 Advanced Topics in Cognition and Perception (S: 3)

Prerequisite: PS 147 Cognitive Psychology or Perception

This graduate level seminar course will cover topics in the area of perception, memory, and language. Sample course topics include Gibson's approach to perception, Marr's computational approach, spatial cognition, short-term and long-term memory, implicit and explicit memory, neuropsychology of language, and parallel distributed processing. *Kavitha Srinivas*

PS 685 Advanced Topics: Aspects of Inequality (S: 3)

Prerequisite: Consent of the instructor

An intensive seminar for graduate and advanced undergraduate students. Consideration of (1) the concept of equality; and (2) specific issues to be chosen from such topics as the underclass debate, housing and homelessness, and health care, with particular emphasis on research by social scientists. *William Ryan*

PS 703-704 Research Workshops (F, S: 3)

Workshops are designed primarily to permit an exchange of research and theoretical interests of faculty and students. All participants share in the presentation and discussion of their work. In addition, recent developments in the literature of mutual interests will be reviewed and evaluated. *The Department*

PS 707-708-709 Fieldwork Seminar (F: 3-S: 3; Summer: 3)

In this course, students work in human service, educational, or business settings to gain exposure to the issues and problems faced by practitioners within the student's area of research interest. Arrangements for fieldwork are made between the student and his or her major advisor. *The Department*

PS 770-771 Proseminar: Psychological Theories and Systems (F: 3-S: 3)

This is a core proseminar for the graduate program that reviews the basic conceptual, propositional, and empirical foundations of classic and contemporary psychological theories, with emphasis on an ecological perspective. *Peter Gray*

PS 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. *The Department*

PS 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. *The Department*

INSTITUTE OF RELIGIOUS EDUCATION AND PASTORAL MINISTRY (IREPM)

FACULTY AND ADMINISTRATION

Claire Lowery, *Director and Adjunct Professor of Theology and Pastoral Ministry*

Maureen O'Brien, *Assistant Director for Academic Affairs and Adjunct Assistant Professor of Theology and Religious Education*

Sandra Hurley, *Assistant Director for Administration*

Jane Regan, *Assistant Professor of Theology and Religious Education*

Thomas Groome, *Professor of Theology and Religious Education*

Maryanne Confoy, R.S.C., *Adjunct Associate Professor of Theology and Religious Education*

Bruce Morrill, *Assistant Professor of Liturgical Theology*

Kathleen Gallivan, S.N.D., *Coordinator of Field Education*

William Meyer, S.M., *Coordinator of Liturgical, Spiritual, and Community Life*

Paula Jurigian, *Coordinator, Admissions, Financial Aid and Records*



PROGRAM DESCRIPTION

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America that is dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The Institute offers the combined resources of the Theology Department, the Graduate School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the Institute are designed for the integration of theological reflection, personal experience, and practical ministerial skills. The Institute offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.). For full guidelines for each degree, contact the Institute.

Master of Education in Religious Education (M.Ed.)

Candidates for the Master's degree in Religious Education study a core curriculum that enables them to integrate theological, biblical, and ethical studies with the critical perspectives and insights of contemporary educational theory and practice and with the social sciences. The core distribution includes courses in theory, history and practice of religious education, systematic theology, biblical studies, and the psychology and sociology of religion.

For students who enter the program with little or no prior experience in the practice of religious education, as well as for experienced students who want to extend and diversify their practical skills in the field, Field Education and Supervised Practice are available in a broad range of parishes, public and parochial high schools, and elementary schools.

The M.Ed. in Religious Education normally requires 36 credit hours of course work for academic year students, and 30 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

The M.Ed. is granted by the Graduate School of Education.

Master of Arts in Pastoral Ministry (M.A.)

Candidates for the M.A. in Pastoral Ministry follow a core curriculum that includes the following: courses in systematic theology, biblical studies, and religious education, as well as courses related to the student's particular ministerial concentration. These concentrations are as follows:

- Pastoral Care and Counseling
- Social Justice/Social Ministry
- Liturgy and Worship
- Religious Education
- Leadership/Church Management
- Hispanic Ministry
- Joint M.A./M.S.W. in Social Work

A special aspect of the M.A. program is a required Field Education program that combines field placement and a Supervised Practicum during the academic year, or one six-week summer session. In addition, the Integrative Colloquium (TH 605) is required for all M.A. students.

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

The M.A. is granted by the Graduate School of Arts and Sciences.

Joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)

This program enables students to study concurrently for the M.A. in Pastoral Ministry and the M.S.W. in Social Work. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full time may expect to receive the two degrees in approximately three years (the length of time will be less if students take summer courses in Pastoral Ministry).

Prospective students must apply to both the Institute and the Graduate School of Social Work. Please see the description of this program under the Social Work section in this Catalog.

Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education, or a closely related field and who have at least three years of relevant professional experience may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

The program enables persons with particular goals to pursue their specialized interests. It is also valuable for those who wish to broaden their religious, educational, and theological background.

Programs are tailored to meet individual needs. Minimum core requirements are determined on a case-by-case basis after evaluation of the student's academic background. Religious education courses are required. C.A.E.S. students prepare written and oral presentations of a synthesis project on a subject of specialized ministerial or educational concern. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed., i.e., 36 credit hours for academic year students and 30 credit hours for summer students.

The C.A.E.S. is granted by the Graduate School of Education.

Interdisciplinary Doctorate in Religion and Education (Ph.D.)

The Institute coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Graduate School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute. *Enrollment is highly selective, and the application deadline for September study is February 1.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

Leadership in Ministry Certificate

This Certificate is designed to provide experienced religious educators and pastoral ministers with opportunities for development of leadership skills, spiritual formation, and professional updating with an emphasis on personal learning goals. Students may enroll either full-time for one year or part-time for up to three years. Through participation in TH 639 Leadership in Ministry Seminar Series, a required core course (see description below), students explore key topics in ministerial leadership and plan their overall program of study. In addition to this Seminar Series, Certificate requirements include the equivalent of 12 credits in course work in areas congruent with individual goals, either taken for credit or for audit; and a final, integrative project.

Certificate students are admitted as Special Students in the Graduate School of Arts and

Sciences. For full information and application forms, contact the Institute.

COURSE OFFERINGS

TH 430 (ED 434) The Psychology of Religious Development (F: 3)

A survey of the major psychological perspectives on the foundation and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development, and it will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life, etc.).

John McDargb

TH 532 Art of Pastoral Counseling (F: 3)

This foundational course will provide an introduction to the field of pastoral care and counseling, and provide a basis for further studies in this area. It is intended to assist students in developing increased competency in responding to transitions and crisis that frequently occur in people's lives within the parish or other pastoral setting. Attention will be given to the pastoral counselor as mediator between the world of human experience and the theological tradition. Practicum sessions will focus on dynamics, techniques, and models of pastoral counseling.

Katbleen Gallivan

TH 600 Leadership and the Practice of Ministry (S: 3)

Leadership is a critical issue in the church today. This course will examine the meaning of leadership and its relationship to the practice of ministry in a constantly changing ecclesial environment. Topics covered in class will include the following: current literature and theories of leadership, issues of power, collaborative styles of leadership for ministry, images of Christian ministry and leadership, the role of leader and personal identity, communication and conflict management, and the spiritual dimensions of leadership.

Ann F. Morgan

TH 605 Theology and Pastoral Practice: Integrative Colloquium (F: 3)

The fine art of doing theology is dependent upon a "habit of vision." It is connected to one's ability to bring together in both action and word the experience of contemplation, empathy, and reason.

This integrative colloquium in pastoral ministry will provide a learning experience designed to strengthen the minister's ability to draw upon the language of faith in the practice of ministry. Participants will be challenged to bring to reflection and dialogue issues addressing the contemporary practice of ministry with the collective wisdom of the Christian tradition.

This course is required of all pastoral ministry (M.A.) degree students. Other Institute degree students may be admitted with the instructor's permission.

Claire E. Lowery

TH 628 Liturgy of the Church: The People's Work in Communion with God (F: 3)

Knowledge of the fundamental principles of the Church's liturgical tradition is essential for effective leadership and celebration of the particular rites in various contexts. Through study of official

documents and rites, historical sources, contemporary theologies, and insights from the social sciences, the course will explore how liturgy forms the church and transforms its members for service in the world. Emphasis on the two main themes—participation in the paschal mystery and the liturgy of time—will open into discussions of such topics as word and sacrament, inculturation, ritual symbols, dynamics of performance, proclamation, conversion, and ministry.

Bruce T. Morrill

TH 639 Leadership in Ministry Seminar Series (F, S: 1)

This seminar is required for the Leadership in Ministry Certificate. Participants will explore key topics for leadership in ministerial settings today, including: spirituality as a guiding theme for leadership; leadership amid change and diversity; contemporary models for leadership from theological and organizational literature; issues of professional socialization, assessment, and ongoing support for leaders; and leadership and personal identity throughout the adult life cycle. The seminar will also serve as a peer context for participants to review their competencies and set individual learning goals. Meets for 7 sessions from September through May. Pass/Fail only.

Institute Faculty

TH 640 Pastoral Care: Death and Dying (S: 3)

This course will serve as an introduction to the basic theological-pastoral dimensions of pastoral care with those experiencing grief and loss resulting from death and the processes of dying. Special attention will be given to the role of the ecclesial community, as well as other supportive communities, such as hospice, in rendering support. The role of faith and the place of ritual will be examined from an ecumenical perspective. It is desirable that students take this course in conjunction with ministerial field education in a setting associated with these pastoral concerns and issues.

Katbleen Gallivan

TH 644 Foundations of Pastoral Theology (F: 3)

As a graduate-level introduction, this course will provide an overview of contemporary Christian theology, introduce basic theological constructs, consider theological methods, and investigate the sources that contribute to the construction of theological positions. The course will explore foundational concepts of God, Christ, the human, and the world from a pastoral perspective.

Colleen Griffith

TH 707 Psychological Foundations for Pastoral Counseling (F: 3)

This course will provide students with the opportunity to consider several contemporary models of personality and human development that will assist them in the practice of pastoral counseling. Case studies and concrete situations will illustrate such models as object relations and humanistic and psychodynamic theories. Themes will include normality and integration, personality growth and sexuality, play and the irrational, and the links between psychological and theological experiences.

Michael St. Clair

TH 708 Ministry to the Troubled Personality (S: 3)

The goal of this course is to assist the minister or pastoral counselor in handling common and current forms of human disturbance. Using case studies and making applications to counseling and pastoral situations, the course will focus on several areas of study: anxiety and issues of coping and adaptation; loss, depression, and grief; serious disorders and trauma experiences; and religion in its disturbed forms and as a positive resource in mental health.

Michael St. Clair

TH 717 Educating Christians: Past, Present, and Future (S: 3)

This course will draw upon the history of the Church's educational ministry to enlighten its present pastoral praxis. It will emphasize reading original and classical documents as a treasury of wisdom for religious education and pastoral ministry both now and in the future. The course will closely parallel the history of theology and the history of Western education.

Thomas H. Groome

TH 730 Discernment: Holistic Formation for the Practice of Ministry (F, S: 1)

Education for ministry in today's church requires that academic preparation and spiritual development be fundamentally integrated. In this one-credit course, students gather in small groups with a faculty facilitator to explore the integration of their theological studies with their spiritual growth. Groups use an adult model of learning in which students are responsible for planning their academic program in conjunction with activities to enhance their spiritual growth, such as retreats and spiritual direction. Required for new M.A. and M.Ed. students who study during the academic year. Pass/Fail only.

Institute Faculty

TH 739 Christology (F: 3)

In this course, participants will undertake a theological investigation of the person and work of Jesus Christ. It will consist of a survey of the Christologies of the New Testament, the patristic and conciliar teaching on the person of Jesus Christ, and the insights of selected classical and contemporary Christologists. Participants will also probe current Christological issues such as the question of Jesus' self-knowledge, the cross of Jesus and the mystery of human suffering, liberationist and feminist approaches to Christology, and the issue of the universality of Christ's saving work.

Paul Ritt

TH 764 Ministering in Church and Society: Theological and Psychological Perspectives (F: 3)

Ministering in contemporary society puts pressure on relationships and faithfulness. This course is directed toward enabling participants to explore some of the key issues that they are addressing in their ministries. Perspectives from theological and psychological writings and resources will be used to help people discern the human contours of their own contemporary Christian spirituality.

Maryanne Confoy

TH 766 Theology of Christian Initiation (S: 3)

The course will examine the theology of the Roman Church's present sacramental practices of initiating adults, children, and infants. Readings, discussions, lectures, and participant observation studies will focus on the ancient and recent his-

tory of Christian initiation, will situate these practices in the theology of church and sacraments, and will also explore the role of ministers—ordained and lay—as well as the entire community of faith in all facets of the rites. Pertinent theories from cultural and social anthropology will provide insights into the history, reform, and further challenges of initiating people into the life of Christ in the church. Specific rites treated will include the OCIA, Baptism for Children, Confirmation, and Reception into Communion at the Lord's Table.

Bruce T. Morrill

TH 785 Theology, Spirituality, and the Body (S: 3)

This course will consider issues of embodiment relating to theology, spirituality, and ministry. It will probe understandings of the body found in the historical Christian tradition and draw insights from contemporary theology, philosophy, psychology, and social theory. It will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, liturgy, education, and pastoral care.

Colleen Griffith

TH 816 (ED 539) Sharing Faith in Religious Education and Pastoral Ministry (F: 3)

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of sharing faith.

Thomas H. Groome

TH 820 A Spirituality of Discernment (F, S: 1)

This course will focus on discernment as a means of uncovering the gift of the imagination in our everyday practice of ministry. Just as poetry and art are fundamental to our awareness of the experience of God in our everyday lives, the use of the imagination uncovers for us the metaphors, symbols, myths, and stories that are a part of our spirituality. Scripture, poetry, art, music, and film, together with selected readings, will serve as a catalyst for our reflections. Required in the second year of study; students should have already completed TH 730.01. Pass/Fail only.

Institute Faculty

TH 830 The Praxis of Religious Education (S: 3)

This lab course invites participants to develop their own praxis approach to religious education and, with lesser focus, to other forms of pastoral ministry. Students must engage in some pedagogical/ministerial context as the praxis of their own reflections. A shared praxis approach will be proposed as an organizing model. Other models of teaching that enhance a praxis approach will also be investigated.

Thomas H. Groome

TH 838 (SW 830) Social Work and Pastoral Ministry Seminar: Toward Social Transformation (S: 3)

Significant changes in contemporary culture, as well as in the funding and priorities of social service agencies, present new challenges to social workers and pastoral ministers. Of paramount importance is the development of interdisciplinary modes of analysis to reflect systematically and critically on the building of a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society.

Jointly taught by faculty of the Institute of Religious Education and Pastoral Ministry and the Graduate School of Social Work, the course will include topics such as the following: historical perspectives on religion and social services in the United States, religious communities as change agents in society, the nature of religious and social work identity, the role of religion in a pluralistic and multicultural society, and social work as a vocational call. Required for students in Joint M.S.W./M.A. program and open to other graduate students.

Maureen O'Brien (IREPM)

Hugo Kamya (Graduate School of Social Work)

Field Education, Directed Research, Doctoral Seminar

TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)

This program will provide students with supervised experience in their areas of ministerial specialization. Through supervision in the field, discussion with other participants, reading, and theological reflection, students will become familiar with the needs of special groups of people and will develop models of ministry that are applicable to their own situations.

During the academic year, in addition to their field experience of approximately 18 hours per week, students will participate in a supervised practicum. The practicum is a group exploration of the theological and ministerial concerns drawn from the field experience. Process analysis will be used to critique performance and to develop personal skills and individual styles of ministry.

Field Education is a three-credit program over one academic year (September-May). While students begin Field Education in the fall term, they do not register for these three credits until the spring term. If the Field Education component is completed in the summer, participants should be prepared to devote approximately 12-15 hours per week for each of the six weeks of the summer program. To ensure a quality program, students interested in Field Education should meet with the coordinator of Field Education during their first summer of study.

Kathleen Gallivan

TH 538 Directed Research in Pastoral Ministry (F, S: 3)

Claire E. Lowery

ED 830 Directed Research in Religious Education (F, S: 3)

With the aid of a faculty advisor, directed research courses are opportunities for students to pursue special scholarly and pastoral interests for graduate credit. Only those studying for a degree may take directed research. Ordinarily, only one such project may be undertaken in the course of a Master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Assistant Director for Academic Affairs.

Maureen R. O'Brien, Coordinator

ED 936 Doctoral and Advanced Seminar in Religious Education (F, S: 3)

This seminar will provide an occasion for IREPM doctoral students, and other advanced students in religious education, to study classic works in the field of religious education, and to prepare proposals for their own research projects. Requirements include substantial scholarly reading, re-

search, and conversation, and the preparation of a publishable essay by the end of the year. Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor. Limited to 10 participants.

Thomas H. Groome

Weekend Course Series

Weekend courses are fully accredited and satisfy the Institute's degree requirements. Classes will meet on Fridays from 4:00 P.M. to 9:00 P.M., and Saturdays from 10:00 A.M. to 4:00 P.M. Students may register for as many weekend courses as desired.

Fall 1996

Awakening Soul: The Search for Spirit in American Culture

Concern for the spiritual dimension of life, once the exclusive domain of religious traditions, has become a cultural enterprise. People are trying to "access spirit," retrieve "soul," and find "religious depth." The underlying assumption is that spirit is a human potential and, if it is cultivated, more compassionate and creative people emerge. Therefore, the fields of business, government, medicine, and education are interested in perspectives and disciplines that develop spirit. This search for spirit is wide-ranging and eclectic. It draws resources from world religions, psychology, physics, and cosmology. We will explore this current American fascination with spiritual development from three perspectives. Pass/Fail only.

John Shea

TH 590 Awakening Soul Through Storytelling (F: 1)

October 4-5.

TH 591 Work and Love as a Spiritual Path (F: 1)

November 1-2.

TH 592 Aging and the Possibilities of Spiritual Development (F: 1)

November 22-23.

Spring 1997

Interreligious Convergence and Christian Formation

This course is a study and conversation about the enrichment of formation in faithfulness of persons in discrete religious communities by exposure to and appreciation of the clues to holiness from other living religious paths and people on them. Special attention will be given to the rich interplay of Judaism, Christianity, and Buddhism, and how this interplay helps people revere what is noble, yearn for what is good, and do what is compassionate and conducive to the reform of religion through interreligious convergence.

Padraic O'Hare

TH 585 Interreligious Convergence (S: 1)

Coming to appreciate the clues to holiness from paths of religious life other than one's own, and coming to revere people on these other paths purifies, enriches, and renews Christianity while it lessens the religiously inspired violence of sectarian formation. Pass/Fail only.

January 24-25.

TH 586 Contemplative Being, Christian Formation, and Clues from Buddhism (S: 1)

One thing, above all others, we learn from "the coming convergence of world religions" (R. Whitson), is that prayer is the heart of a religious path of holiness, and contemplative prayer is indispensable. Pass/Fail only.
February 21-22.

TH 587 Christian Formation, Judaism, and Theology and History of Jewish Christian Relations (S: 1)

In learning about our common history with, and coming to appreciate the richness of, Jews and Judaism, Christians expand our sense of responsibility for religiously inspired violence and are enriched in our own Christian path of holiness. Pass/Fail only.
March 14-15.

Courses offered at the Jesuit Center for Spiritual Growth in Wernersville, Pennsylvania

Each class will meet on Fridays from 5:00-9:00 P.M., and on Saturdays from 10:00 A.M.-4:00 P.M. For further information, contact the Institute.

Fall 1996**Spiritual Foundations for Religious Education and Pastoral Ministry**

What are the spiritual convictions, resources, and disciplines needed in order to thrive (not just survive) in ministry? How can we put in place or renew the foundations needed for ministry that helps bring about God's Reign in our world, Church, and in our own lives? How can we approach our ministry so that it gives life to the world and is a source of holiness of life for ourselves as well? Using a variety of resources—readings, conversations, presentations, etc.—these are the questions that these courses will engage. The first weekend will focus on God and the Person, the second on Jesus and the Church. Pass/Fail only.
Thomas H. Groome

TH 518 Spiritual Foundations for Religious Education and Pastoral Ministry: The Divine and Human Partnership (F: 1)

September 27-28.

TH 519 Spiritual Foundations for Religious Education and Pastoral Ministry: Jesus and the Community of Disciples (F: 1)

November 15-16.

Spring 1997**TH 659 Spirituality, Imagination, and the Biblical Jubilee (S: 1)**

This course will present the ways in which the spirituality of the Jubilee with its counsels of Sabbath, forgiveness, freedom, justice, and jubilation can be used imaginatively as a basis for both religious education and pastoral ministry as the year 2000 approaches. The course will include class presentations, reading, interactive processes, and opportunities to engage each person's creative imagination. Pass/Fail only.
April 25-26. *Maria Harris*

TH 819 Teaching, Ministry, and the Religious Imagination (S: 1)

This course will focus on the many ways that artistry and imagination can be brought to bear on the works of teaching and ministry. Participants will be invited to engage in reading, study, conversation, and creative activity as a way of engaging issues raised by the course material. Pass/Fail only.
April 11-12. *Maria Harris*

ROMANCE LANGUAGES AND LITERATURES

FACULTY

Joseph Figurito, *Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College

Joseph D. Gauthier, S.J., *Professor Emeritus*; B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Guillermo L. Guitarte, *Professor Emeritus*; Profesorado, Filosofia y Letras, Buenos Aires

Vera Lee, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Marie L. Simonelli, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Matilda T. Bruckner, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

Dwayne E. Carpenter, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

J. Enrique Ojeda, *Professor*; Licenciado, Universidad Católica Del Ecuador; A.M., Ph.D., Harvard University

Rebecca M. Valette, *Professor*; A.B., Mount Holyoke College; Ph.D., University of Colorado

Norman Araujo, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Jeff Flagg, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Rena A. Lamparska, *Associate Professor*; LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Ourida Mostefai, *Associate Professor*; Licence de Lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Associate Professor*; Chairperson of the Department; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Betty Rahv, *Associate Professor*; A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Elizabeth Rhodes, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Irene Mizrahi, *Assistant Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Franco Mormando, S.J., *Assistant Professor*; B.A., Columbia University; M.A., Ph.D., Harvard University

Mary Ellen Kiddle, *Adjunct Assistant Professor*; B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California at Berkeley; Ph.D., Brown University

**PROGRAM DESCRIPTION****M.A., M.A.T., and Ph.D. Programs**

The Department includes the fields of French, Italian, and Spanish (Peninsular and Spanish American) literatures. It offers Master's level programs in all areas, with a concentration in one Romance literature and/or culture. These programs are specially designed to develop and strengthen teachers at the secondary school level, or to prepare teacher/scholars who may continue on to the Ph.D. In the Ph.D. program, students specialize vertically in French or Spanish literature or horizontally in a period or genre that crosses three Romance literatures. The Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of Boston College.

Prerequisites for Admission

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

- They must have achieved a general coverage of their major literature at the undergraduate level.

A formal survey course or a sufficient number of courses more limited in scope, passed with distinction, satisfies that requirement.

- At least four semesters of period or general courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

The Departmental deadline for M.A. and Ph.D. applicants requesting financial aid is February 1. Those not requesting departmental financial aid should apply by May 15.

Note: For complete information concerning the graduate programs, please consult the Graduate Handbook of the Department of Romance Languages and Literatures.

Master of Arts Degree in French, Italian or Spanish Literature and Culture

This Master's program is designed to prepare scholars and teachers who may wish to continue their work toward the Ph.D. The program enables students to acquire a broad understanding of the literature and culture of their area of specialization (French, Italian, Peninsular Spanish or Spanish American).

Candidates for the M.A. in Literature and Culture earn a minimum of thirty credits in a wide range of courses in one Romance language. A reading knowledge of a second language must be demonstrated. At the discretion of the student's advisor, any foreign language that is neither the major nor the student's native language may be offered in fulfillment of this requirement.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The Romance Languages and Literatures M.A. examination will consist of a two-hour written examination composed of two parts—a textual analysis and an essay question—followed by a one-hour oral examination based upon reading lists and courses. Satisfactory completion of the written examination is a requirement for proceeding to the oral examination.

Written and oral examinations, which are scheduled in October or April, are conducted in the target language.

Master of Arts Degree in Language and Culture

This program is specifically designed to train current or prospective teachers at the secondary school level who wish to work with greater emphasis on their major field of undergraduate specialization or to strengthen their command of a second Romance language, literature, and culture. With appropriate course work, this program can lead to teacher certification. Candidates in other fields, such as International Business or Public Health, will also find this program valuable, given its cultural and linguistic orientation.

Of the thirty (30) credits taken in the Department of Romance Languages and Literatures, a minimum of twenty-four (24) should focus on a single language: French, Italian, or Spanish.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a design-

nated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The Romance Languages and Literatures M.A. examination will consist of a two-hour written examination composed of two parts—a textual analysis and an essay question—followed by a one-hour oral examination based upon reading lists and courses. Satisfactory completion of the written examination is a requirement for proceeding to the oral examination.

Written and oral examinations, which are scheduled in October or April, are conducted in the target language.

Master of Arts Degree in Teaching

Offered in cooperation with the Graduate School of Education, this program is designed to provide certification and continued professional development for secondary school teachers of French, Italian, or Spanish.

Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before the students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination covers the candidate's course work and short literary works chosen in consultation with the student's advisor.

Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study specially adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in French or Spanish Literature and Culture

Students structure their programs according to a vertical specialization that gives broad coverage through the chronological development of one Romance language, literature, and culture (French or Spanish).

Plan II: Ph.D. in Romance Literatures

Students structure their programs according to a lateral specialization that focuses on one period or genre in three different languages and literatures.

Plan I: Ph.D. in French or Spanish Literature and Culture

Broad Chronological Coverage: With the help of their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present. Given the nature of the comprehensive examinations, students are encouraged to take courses in all periods.

Specialization: In addition to developing general competence, students specialize in a period according to one of the following options:

- *French:* Any two consecutive centuries. (Exceptions involving non-consecutive centuries are

possible, with the approval of the advisor and the Director of Graduate Studies.)

- *Spanish:* Middle Ages and Renaissance, Golden Age, nineteenth and twentieth centuries, and Spanish-American literature.

Exceptions to these options are possible, with the approval of the advisor and the Director of Graduate Studies.

Related Graduate Courses: With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, Fine Arts, History, Philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student should formulate a coherent program of study in consultation with an advisor. Students select three Romance literatures and a period or genre that merits investigation across linguistic and national boundaries. The student may elect a non-Romance literature as the third literature with the approval of the advisor and the Director of Graduate Studies.

Medieval Studies: Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any three of the following literatures: Medieval French, Italian, Spanish, Provençal, or Latin. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: 12 credits if they are entering with a B.A., 6 credits with an M.A. Boston College has a rich array of medieval offerings in Theology, Philosophy, History, Fine Arts, Literature, and Political Science.

Language Competence: For admission to the Romance Literatures Ph.D., applicants must have fluent command of at least one Romance language and a working knowledge of a second. The student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for the comprehensive examinations.

Admission to the Ph.D. Programs

Students with a Master's Degree: Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

Students with a Bachelor's Degree: Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for the M.A. in French or Spanish. After 30 credits, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

Degree Requirements

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including 3 credits in the History of the Language in French or Spanish, and 3 credits in

RL 780 Colloquium on Literary Theory and Criticism.

- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, then a translation test will be required as described for the M.A. in Literature and Culture.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.
- One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while teaching two. Students not engaged in teaching and wishing to fulfill the department residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University and must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied during the year in which the candidate is engaged in writing the dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters satisfy the residence requirement.
- Upon completion of all course work and language requirements, the doctoral student must then pass oral and written comprehensive examinations.
- After passing the comprehensive examinations, the student discusses a dissertation topic with the Dissertation Advisor. Using the guidelines specified by the Graduate School, the student submits an official dissertation proposal to the Dissertation Advisor, who then circulates it within the Department for approval. The student will write the dissertation under the guidance of the Dissertation Advisor and two readers. Dissertation topics may include the following: a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, a scholarly edition of a text with full critical apparatus, and so on. The dissertation should be based on original and independent research and demonstrate advanced scholarly achievement.
- After approval by the Dissertation Advisor and the two readers, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, Graduate Assistantships, and two Fellow-in-Residence positions.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, a personal interview is advisable. Students who want to obtain information about the University's financial assistance should consult the Financial Aid section of this catalog. Those who are interested in government grants should contact the University Financial Aid Office.

Further information on the Graduate Program in the Department of Romance Languages

and Literatures can be found in the Department's Graduate Handbook, which may be obtained by writing to Department of Romance Languages and Literatures, Boston College, Chestnut Hill, Massachusetts 02167.

COURSE OFFERINGS

All advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500, and 600 level courses may be taken by both undergraduate and graduate students (unless indicated otherwise in the course description); 700, 800, and 900 level courses are primarily designed for graduate students, but may admit especially well-qualified undergraduates only with permission of the instructor.

Offerings in French, 1996-97

RL 403 Introduction to Linguistics for Students of French (S: 3)

This course will be based primarily on an in-depth reading of Saussure's *Cours de linguistique générale*, a seminal text not only for the development of modern linguistic theory but also for twentieth century critical discourse, especially (but not only) in France. The student will acquire a basic knowledge of the central topics in modern descriptive linguistics (phonology, morphology, syntax, semantics, and pragmatics), especially as applied to the study of the French language. In addition, we will survey important texts of French structuralism (e.g., articles by Barthes, Todorov, Lévi-Strauss, and Jakobson) to see how the idea of language's structure has influenced modern theories of literary criticism. At the end of the semester we will consider linguistic readings of literary texts as well as their critique in what is called post-structuralism. Conducted in French.

Stephen Bold

RL 404 Paris: Le quartier du Marais (S: 3)

A new way to explore the cultural aspects of France—past and present—by means of slide-lectures enhanced by an “interactive” computer program that allows students to explore the oldest and richest quarter of Paris, the Marais. They may do so either *chronologically*—in its linear historical development, or *topically*—according to a single theme, such as art and architecture; government; politics; daily life: the nobility; the people; women; and the family, etc. The *Quartier St. Gervais* videodisc offers not only in-depth access to the riches of the Marais from the Middle Ages to the present, but also opens cultural vistas through maps, slides, photos, interviews, and texts that permit the student to circulate freely in this venerable section of Paris. Students are encouraged to embark upon innovative projects such as a photo album of the area from any one of the multiple perspectives suggested, or an original video-documentary on a single topic. Conducted in French.

Betty Raby

RL 409 Prison, Trial, and Judgment in the French Novel (F: 3)

This course will focus on the theme of imprisonment in selected novels of the nineteenth and twentieth centuries, examining in each case the social, moral, and artistic implications of the author's treatment of the subject matter. Read-

ings will be drawn from works by Hugo, Stendhal, Malraux, and Camus. Conducted in French.

Norman Aranjó

RL 436 Molière (F: 3)

This course offers the student the opportunity to examine in-depth the many faceted works of Molière, the uncontested master of modern theatrical comedy. Our approach will be varied and all-encompassing. We will study Molière the satirist who proposed to hold up a mirror to the risible and grotesque faces of Louis XIV's France; Molière the clown whose tastes for pratfalls and at times racy humor appealed as much to the powdered wigs in the balconies as to the shop-keepers in the cheap seats; Molière the creator whose genius for new and finer forms for theater was and remains unmatched; and Molière the fighter who clung to his art and theater in the face of endless controversy, crisis, and criticism until his final dying moments on-stage. Conducted in French.

Stephen Bold

RL 451 French Romanticism (S: 3)

A study of Romanticism in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces. The poetry read will be anthological selections from the works of Lamartine, Musset, Vigny, and Hugo. In addition, students will read Chateaubriand's *Atala* and *René*; Balzac's *Enguerrand*; Stendhal's *Le Rouge et le Noir*; Sand's *La Petite Fadette*; Mérimée's *Carmen*; Vigny's *Chatterton*; Musset's *Lorenzaccio*. Conducted in French.

Norman Aranjó

RL 457 Passion Staged and Upstaged: Nineteenth-Century French Theater (F: 3)

A study of Romanticism, Realism, and Naturalism in French drama of the nineteenth century. Students will read Stendhal's *Racine et Shakespeare*; Hugo's *Préface de Cromwell* and *Ruy Blas*; Henri III *et sa cour* by Dumas père; Musset's *Les Caprices de Marianne* and *Lorenzaccio*; Vigny's *Chatterton*; Scribe's *Le Verre d'eau*; *La Dame aux Camélias* by Dumas fils; Augier's *Le Gendre de M. Poirier*; Becque's *Les Corbeaux*, and Rostand's *Cyrano de Bergerac*. Conducted in French. Norman Aranjó

RL 477 20th-Century French Novel (F: 3)

This is a study of exemplary French novels taken from the first half of the twentieth century. Included are works by Proust, Gide, Colette, Bataille, Sartre, Blanchot, and Duras among others. Questions of meaning will be addressed by way of theme as well as form. Theoretical issues such as modernism, existentialism, and post-modernism will also be considered. Conducted in French.

Kevin Newmark

RL 479 20th-Century French Poetry (S: 3)

An examination of some of the major trends and authors in twentieth century French poetry. Readings will be taken from Valéry, Apollinaire, Breton, Char, Ponge, Saint-John Perse, Michaux, Césaire, Bonnefoy and others. Emphasis is on the form and interpretation of individual texts, with some attention to the question of the relation between poetry and the real, the modern, and the political. Conducted in French. Kevin Newmark

RL 483 Myth Revisited: 20th-Century French Theatre (S: 3)

Twentieth-century reinterpretations of myths and legends which challenge or alter certain moral concerns of the very tradition within which they were conceived. How the individual faces society, the gods, and oneself are three universal themes we will consider in our readings, class discussions, and video-taped versions of a number of these myths revisited by 20th-century French dramatists. Rather than reflecting the society in which it is rooted, tragedy as a genre arises when any society begins to question its own moral, psychological, and social values. Using new insights offered by contemporary mythologists into the numerous Greek tragedies produced in France since the 1930s, this course will consider modern reinterpretations of myths and legends by Cocteau, Anouilh, Giraudoux, Sartre, Beckett, Ionesco, and Genet. Conducted in French. *Betty Rabv*

RL 493 French Lyric Poetry through the Ages (S: 3)

This course will trace the development of French lyric poetry from the Middle Ages to the twentieth century against the backdrop of changing socioeconomic conditions, and in relation to evolving notions of the self and of the character and significance of poetic expression. The poets to be studied are Villon, Ronsard, Saint-Amant, Chénier, Baudelaire, and Michaux. Conducted in French. *Norman Araujo*

RL 705 History of the French Language (F: 3)

The seminar will trace the transformation of Late Latin into Old French. Texts attesting to intermediary stages of the process will be studied as an introduction to the earliest linguistic and literary monuments of *ancien français*, including the *Serments de Strasbourg* and the *Sequence of Saint Eulalie*. The course will focus on the phonological, morphological, syntactic, and lexical features of the major Old French literary dialects. Conducted in French. *Laurie Shepard*

RL 710 Chrétien de Troyes (S: 3)

This is a seminar for graduate students focusing on the complete works of Chrétien de Troyes. Composer of courtly lyrics and translator of Ovidian tales, Chrétien is best known as the romancer who first gave us the story of Lancelot's love for Queen Guinevere and Perceval's quest for the grail. Chrétien sets up in the 12th century. models of romance-writing that will continue to fuel the genre throughout Europe for hundreds of years. Our reading of his five romances will allow an exploration of each individual text, as well as the multiple connections that link them. Conducted in French. *Matilda Bruckner*

RL 723 The Poet's Lyre: Sixteenth-Century French Poetry (F: 3)

Innovations introduced into French lyric poetry by sixteenth-century poets may best be understood by comparing the metaphysical expression of l'Ecole lyonnaise (Scève), the classical perspective of the Pléiade (Ronsard, du Bellay), and the baroque vision of the turn of the century (d'Aubigné). The aesthetic concept of "Inspiration" is introduced into French literature for the first time by these poets, while the more classical concept of "Imitation" is fully developed. Conducted in French. *Betty Rabv*

RL 740 Images of the Family in Eighteenth-Century French Literature

This course will study the emergence of the private sphere in the Enlightenment by focusing on the changing representation of the family in 18th-century French literature and culture. A selection of novels and plays from the period will be read, as well as theoretical texts and artistic documents. Conducted in French. For graduate students only. *The Department*

Projected French Offerings, 1997-98

RL 400 Crisis of Conscience in Early Modern France (F: 3) *Jeff Flagg*
Betty Rabv

RL 406 Versailles: A Cinematic Look at French Culture of the Grand Siècle (F: 3) *Stephen Bold*

RL 407 Introduction to Francophone Literature (F: 3) *Kevin Newmark*

RL 411 Masterpieces of Medieval French Literature I (F: 3) *Matilda Bruckner*

RL 412 Masterpieces of Medieval French Literature II: Arras, Literary and Commercial Center of the 13th-Century (S: 3) *Matilda Bruckner*

RL 438 Women in and of 17th-Century French Literature (S: 3) *Stephen Bold*

RL 452 Realism in French Literature (S: 3) *Norman Araujo*

RL 459 19th-Century French Poetry (F: 3) *Norman Araujo*

RL 496 Using the Internet in the Foreign Language Classroom (S: 3) *Rebecca Valette*

RL 704 Advanced Textual Analysis in French (F: 3) *Matilda Bruckner*

RL 723 Poet's Lyre: Lyric Poetry of the French Renaissance (F: 3) *Betty Rabv*

RL 735 17th-Century French Masterpieces: Classicism Revisited (F: 3) *Stephen Bold*

RL 744 Rousseau and the Enlightenment (F: 3) *Ourida Mostefai*

RL 780 Modern Literary Theory (S: 3) *Kevin Newmark*

Offerings in Italian, 1996-97**RL 808-809 The Cultural History of Italy I and II (F: 3-S: 3)**

This two semester course explores the history of Italian culture from the Middle Ages to the present through an integration of texts and visual materials pertaining to social, political, and cultural experiences. First semester topics include the rise of urban societies; art and science in the Renaissance; the status of women in urban, rural, and courtly societies; and the relationship between great protagonists of Italian history like Lorenzo de' Medici and Savonarola. Second semester will include Restoration and Romanticism, the formation of the nation, Italy's entry into World War I, the advent of Fascism, the Resistance, the economic boom and social changes of the 60s, and the radical movements of the 70s.

Conducted in English, the course is designed for students interested in studying the formation and development of European civilization through the lens of Italian cultural history. The course is open to graduate students in the M.A. program, as well as undergraduate students through a different course number.

Cecilia Mattii

RL 810 Poesia Lirica: Medioevo e Rinascimento (F: 3)

This seminar will survey Italian lyric poetry from the thirteenth-century Scuola Siciliana to the sixteenth-century petrarchisti. The major focus of the course is the *Canzoniere* of Francesco Petrarca. There will be ongoing discussions of orality and manuscript/print transmission of poetry, the complex relation of the individual poet to the tradition, the theory of imitation, and literary Neoplatonism. Conducted in Italian. *Laurie Shepard*

RL 820 Machiavelli and Guicciardini (S: 3)

This seminar examines the contributions to Renaissance historiography of two of the greatest figures of the period: Niccolò Machiavelli and Francesco Guicciardini. The language, theory, and form of historical narrative as conceived by these two writers will be explored, as well as their ideas on the nature and interpretation of evidence. Conducted in Italian. *Laurie Shepard*

RL 831 The Literati and the Great War (F: 3)

The interpretation of war as individual and national redemption constitutes a recurring theme among the Italian literati of the 1900s. The course will examine in-depth a variety of works—journals, diaries, and narrative fiction—by authors such as Marinetti, Soffici, Serra, Jahier, Borgese, Gadda, and Comisso. Special attention will be given to the historical-political context and the intellectual climate. Conducted in Italian. *Cecilia Mattii*

RL 840 Goldoni and Alfieri (S: 3)

A study of the major plays of Carlo Goldoni and Vittorio Alfieri. Thematic concerns, generic forms, character portrayal, and moral and social values and ideas will be discussed in relation to the cultural and literary trends of the period. Conducted in Italian. *Rena Lamparska*

Projected Italian Offerings, 1997-98

RL 804 Dante: *La Divina Commedia* I (F: 3) *Laurie Shepard*

RL 808-809 The Cultural History of Italy I and II (F: 3-S: 3) *Cecilia Mattii*

RL 814 Dante: *La Divina Commedia* II (S: 3) *Laurie Shepard*

RL 850 Foscolo and Leopardi (F: 3) *Rena Lamparska*

Offerings in Spanish, 1996-97**RL 656 Medieval Spanish Literature (F: 3)**

This course covers Spanish literature from approximately 1100-1500. We will examine the development of oral literature, the beginnings of Spanish as a written language in the scientific and didactic prose of the High Middle Ages, and the first attempts at an artistic use of the vernacular. Social, religious, and historical currents will serve as background for understanding the texts. Conducted in Spanish. *Dwayne E. Carpenter*

RL 658 Don Quijote (S: 3)

This course is an in-depth study of Cervantes' great book and the literary tradition that inspired it, as well as the tradition that it, in turn, made possible. Study of nineteenth and twentieth-century interpretations of *Don Quijote* will be included. Class and readings are conducted in Spanish. For advanced undergraduates and graduate students. *Elizabeth Rhodes*

RL 667 The Generation of '98 (S: 3)

Detailed study of the essays, novels, poetry, and theatre of the principal turn of the century writers: Unamuno, Baroja, Antonio Machado, "Azorín," and others. Conducted in Spanish.

Irene Mizrahi

RL 670 Spanish American Civilization (F: 3)

Civilization and culture are more than the aesthetic expressions of a people through their arts. They also integrate the customs, ideas, and values of the people that determine them. The primary objective of this course is to explore the historical-aesthetic solidarity of a vast region of the world that continues to seek and establish its true Latin American identity. Conducted in Spanish.

Harry Rosser

RL 685 The "Modernista" Prose in Spanish America (S: 3)

The Modernismo in Spanish America is generally recognized as the richest and most brilliant period in the literary development of the Spanish speaking countries of this hemisphere. As the lyric poetry reached then a perfection and splendor unmatched in any other time, so did the prose. The prose works of those writers who excelled during the Modernismo will be analyzed, considering not only their literary merits but also the vast world of ideas expressed in many of those texts. Among the authors to be read are José Martí, Manuel Gutiérrez Nájera, Julián del Casal, Rubén Darío, José Asunción Silva, and José Enrique Rodó. Conducted in Spanish.

J. Enrique Ojeda

RL 686 Spanish American Theatre (S: 3)

The works of outstanding playwrights from various Spanish-speaking countries will be studied to appreciate their original contributions to an increasingly rich and interesting genre. Conducted in Spanish.

The Department

RL 901 Advanced Textual Analysis in Spanish (F: 3)

This is an intensive writing workshop designed to exercise students' skills in textual analysis and professional writing. Segments include the practice of various types of written performance: summaries, critical analysis, book reviews, and oral presentations. Students are introduced to a sophisticated range of critical terms from the fields of linguistics, literary theory, and stylistic analysis, and practice using those terms in writing. Class members engage in peer review, creative as well as critical writing, summaries of critical readings, and a major research project. Writing intensive. Conducted in Spanish.

Elizabeth Rhodes

RL 911 Alfonso, El Sabio (S: 3)

An examination of the entire range of literary, legal, historical, and scientific works attributed to Alfonso. Considerable attention will be devoted to the historical and cultural context in which they were produced. Although designed for graduate students, undergraduates with superior preparation may be admitted. Strong reading skills in Spanish required. Conducted in Spanish.

Dwayne E. Carpenter

RL 958 The Age of Galdós (F: 3)

The course intends to familiarize the student with the Spain of the XIX century in order to understand the historical, social, and literary forces that

contributed to the shaping of Galdós' *Episodios nacionales* and *novelas contemporáneas*. Particular attention will be given to the crosscurrents of thought and praxis that characterized the second part of the XIX century like *liberalismo* and *Krausismo*, and to the literary movements of the period: *costumbrismo*, *realismo*, and *naturalismo*. Among the works to be read are *Trafalgar*, *Tristana*, *Nazarín*, *Torquemada en la bodega*, and *Misericordia*. During the semester some films based on these novels will be watched and discussed in class. Conducted in Spanish.

J. Enrique Ojeda

RL 966 Contemporary Spanish Drama (F: 3)

An intensive examination of contemporary Spanish theatre, emphasizing the post-war period. The course will include theoretical readings, in addition to primary texts. Conducted in Spanish.

Irene Mizrahi

RL 980 Spanish Visions of America: Old Texts and New Perspectives (S: 3)

A study of major prose writers and poets whose works contributed to the formation of a cultural synthesis and regional identity in Colonial Latin America. Attention is given to Spanish literary currents and the ways in which they evolved in the New World. Indigenous artistic expression will be considered, as will the literature of the Exploration, the Enlightenment, and the Romantic movement. Oral reports and critical essays will be an integral part of the course. Conducted in Spanish.

Harry L. Rosser

Language and Methodology Courses Offered in English, 1996-97**RL 495 (ED 303) Second Language Acquisition (F: 3)**

This course explores the complexity of how people learn a second language, and reviews second-language acquisition research in the light of its classroom applications. Emphasis is placed on techniques for developing oral and written proficiency. Students will analyze available audiovisual materials and learn how to integrate these materials into their instruction. This course is particularly recommended for students who are planning to teach a foreign language, and it fulfills the Massachusetts certification requirements in Secondary Methods.

Rebecca Valette

RL 498 Seminar in Oral Proficiency and Language Testing (S: 3)

This course introduces students to the ACTFL Proficiency Guidelines and the Oral Proficiency Interview. All students will be given an informal Oral Proficiency rating plus individualized study plans for improving their proficiency. Students will learn the basic concepts of measurement and their application to foreign language testing. This course is particularly recommended for students who are planning to teach a foreign language and fulfills the Massachusetts certification requirements in Measurement and Testing.

Rebecca Valette

RL 572 The Comparative Development of the Romance Languages (S: 3)

This course focuses on the formation of the Romance languages with special emphasis on Spanish, French, and Italian. The class explores the historical context in which the Romance lan-

guages developed, and the linguistic features that are common to Spanish, French, and Italian, as well as those that are unique to each. We will study early Romance texts from linguistic and cultural perspectives. The course is open to undergraduates and graduates. Please contact the instructor before the first class meeting.

Dwayne E. Carpenter

Projected Language and Methodology Courses Offered in English, 1997-98

RL 495 (ED 303) Second-Language Acquisition (F: 3)

Rebecca Valette

RL 498 Seminar in Oral Proficiency and Language Testing (S: 3)

Rebecca Valette

Comprehensive and Continuation Courses**RL 888 Interim Study (F: 0-S: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

Laurie Shepard

RL 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

Laurie Shepard

RL 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

Laurie Shepard

SLAVIC AND EASTERN LANGUAGES

FACULTY

Lawrence G. Jones, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

Michael J. Connolly, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Cynthia Simmons, *Associate Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, *Associate Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Jovina Y. H. Ting, *Adjunct Associate Professor*; A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University



DEPARTMENTAL OVERVIEW

The Department of Slavic and Eastern Languages provides graduate and undergraduate level courses of study through its three overlapping component programs:

- The Program in Linguistics
- The Program in Slavic Studies
- The Program in Asian Studies

PROGRAM DESCRIPTIONS

The Department administers three different Master of Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Graduate School of Education.

Each semester the Department offers a program of high-level graduate courses in St. Petersburg at the prestigious *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Full-time Boston College graduate tuition covers four courses in this program, air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-IRLgr.html>

Each summer the Department, in cooperation with the Indiana University and the University of Wisconsin/Madison, offers in St. Petersburg a program of two concurrent six-week graduate-level courses on Dostoevskij for qualified post-undergraduate students. The program operates with the support of the Dostoevskij Museum and the *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Tuition for two Boston College graduate courses also covers air travel, private room and board with a Russian family, and a full cultural activity program. De-

tails on this BC/IRL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-Dost.html>

Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies*, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program that stresses structural, semiotic and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

Slavic Studies and *Linguistics* programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. A reading knowledge of French and German will almost always be needed, plus Latin and Greek for linguists.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC/IRL St. Petersburg or Dostoevskij summer programs.

Degree Requirements

All M.A. programs require:

- a minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work;
- three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent;
- two special field examinations;
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Registrar as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

English for Foreign Students

The Department offers a number of specialized courses of English language and literature for foreign students enrolled at Boston College (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

COURSE OFFERINGS

Graduate level courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students. Full descriptions of such courses appear in the Undergraduate Catalog.

- SL 003-004 Elementary Russian I/II
- SL 009-010 Elementary Chinese I/II
- SL 023-024 Elementary Japanese I/II
- SL 027-028 (EN 093-094) Introduction to Modern Irish I/II
- SL 031-032 Introduction to Korean I/II
- SL 035-036 Introduction to Bulgarian I/II
- SL 037-038 Introduction to Hebrew I/II
- SL 039-040 Introduction to Hindi I/II
- SL 045-046 Continuing Bulgarian I/II
- SL 051-052 Intermediate Russian I/II
- SL 061-062 Intermediate Chinese I/II
- SL 063-064 Intermediate Japanese I/II
- SL 067-068 (EN 097-098) Continuing Modern Irish I/II
- SL 117 (EN 117) English Grammar Review for Foreign Students
- SL 118 (EN 118) Essentials of English Composition (For Foreign Students)
- SL 119 (EN 119) The Craft of Writing (For Foreign Students)
- SL 120 (EN 120) The Study of Literature (For Foreign Students)
- SL 157-158 *Praktika russkoj rechi* I/II
- SL 163-164 *Chukyn kaiwa* I/II
- SL 205 Tolstoj and Dostoevskij (in translation)
- SL 216 (EN 552) Poetic Theory
- SL 221 (TH 198) The Language of Liturgy
- SL 222 Classics of Russian Literature (in translation)
- SL 227 Advanced Russian Grammar
- SL 230 Russian Literature of the Fantastic (in translation)
- SL 232 Literature of the Other Europe (in translation)
- SL 234 The Polish Language
- SL 239 Images of Women in Russian Literature (in translation)
- SL 240 The Contemporary Russian Novel (in translation)

SL 243 Image and Icon in Russian Literature (in translation)

SL 253 The Celtic Heroic Age: Word and Image

SL 255 Modern Chinese Writers (in translation)

SL 256 Modern Chinese Literature and Society (in translation)

SL 261 Love and Nature in Far Eastern Literatures

SL 262 Gods and Heroes in Far Eastern Literatures (in translation)

SL 263 Far Eastern Civilizations

SL 267 Early Ireland: Lore and Language

SL 270 Images of Women in Chinese Literature (in translation)

SL 272 War and Peace in Yugoslavia

SL 273 King Arthur in Celtic Lands

SL 274 Russian Cinema: History and Theory

SL 275 Nabokov

SL 306 (EN 250) Approaches to Russian Literature (F: 3)

The application to Russian literature of literary criticism and theory from Aristotle's *Poetics* up through traditional criticism, the Prague School, various types of structuralism, and deconstruction. The study of Russian literature in its native context receives special attention, with readings from Belinskij, Shklovskij, Baxtin, Lotman, and others. For undergraduates and non-Slavic graduate students all readings are in English translation. *Offered annually*

Cynthia Simmons

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. *Offered triennially*

SL 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. *Offered triennially*

Maxim D. Shrayner

SL 311 (EN 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. *Offered annually*

M. J. Connolly

SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages, illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language. *Offered biennially*

M. J. Connolly

SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Recommended: Prior study of a Slavic language. *Offered biennially*

M. J. Connolly

SL 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov are included. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian. *Offered triennially*

Maxim D. Shrayner

SL 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g., Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. *Offered triennially*

Maxim D. Shrayner

SL 323 (EN 121) The Linguistic Structure of English (F: 3)

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, properties of discourse.

Recommended: Previous or simultaneous course work in Linguistics or in the history of the English language. This course is a prerequisite for enrollment in SL 360 (EN 660) The Teaching of English to Foreign Students. *Offered annually*

Margaret Thomas

SL 324 (CL 286) The History and Structure of Latin (S: 3)

Prerequisite: Prior study of Latin

An introduction to the phonological, morphological, and syntactic structures and history of Latin from the earliest inscriptions through the classical and medieval periods up to neo-Latin. *Offered triennially*

M. J. Connolly

SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. *Offered triennially*

M. J. Connolly

SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century. Sample readings from Classical Armenian scriptural, patristic, liturgical, and historical texts. *Offered triennially*

M. J. Connolly

SL 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian. *Offered triennially*

Lawrence G. Jones

SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Recommended: Prior study of a Slavic language. *Offered biennially*

Lawrence G. Jones

SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian,

Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Recommended: Prior study of a Slavic language. *Offered biennially*

Lawrence G. Jones

SL 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure, and thematic content of works from a selected group of Russian poets. Texts in Russian. *Offered annually*

Lawrence G. Jones

SL 343 (EN 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts. *Offered triennially*

M. J. Connolly

SL 344 (EN 392) Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models, and linguistic theories of meaning. *Offered biennially*

M. J. Connolly

Margaret Thomas

SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary, and style through extensive analytic reading and through imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian. *Offered annually*

Maxim D. Shrayner

SL 352 Russian Literary Humor and Satire (3)

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian. *Offered triennially*

Maxim D. Shrayner

SL 353 Romantizm v russkoj literature (3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian. *Offered triennially*

Maxim D. Shrayner

SL 356 Classics in Linguistics (3)

Prerequisites: A course in General Linguistics and at least one additional Linguistics elective. Students must be prepared to follow some of the readings in the original languages.

Supervised readings, reports, and discussions on formative and important works in the development of linguistic thought from the ancient world up through modern linguistic controversies. Readings are chosen with partial consideration of students' research interests.

M. J. Connolly

Margaret Thomas

SL 358 The Linguistic Structure of Japanese (3)

A linguistic outline of the Japanese language for students with some previous exposure to Linguistics or to Japanese (but not necessarily to both). The phonological and writing systems of Japanese and their origins; fundamentals of Japanese syntax and characteristics of Japanese vocabulary. *Offered triennially*

Margaret Thomas

SL 360 (EN 660) The Teaching of English as a Foreign Language (S: 3)

Prerequisite: SL 323 (EN 121) or equivalent

An overview of the field of foreign language learning and teaching from a linguistic perspective with an emphasis on issues involved in the teaching of English to non-native speakers. An examination of the relationship between views of the nature of language and different approaches to language teaching. Supervised experience in the teaching of English.

Margaret Thomas

SL 361 (PS 261) Psycholinguistics (F: 3)

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include: the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language both by children and by adults; and the innateness hypothesis.

Recommended: Some background in Linguistics or Psychology. *Offered biennially*

Margaret Thomas

SL 362 (SC 362) Language in Society (3)

An introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy. Original language oriented research forms an essential part of the course. *Offered biennially*

Margaret Thomas

SL 369 Functional Linguistics and Literary Texts (S: 3)

Texts reflect not only inherent linguistic relationships but also relate information about the world and establish a dialogue between speaker/writer and listener/reader.

Using a functional approach to language, this course investigates how various literary texts work linguistically: Are they grammatical and cohesive, are they logical, and are they appropriate? How does this knowledge corroborate and heighten aesthetic intuition?

Cynthia Simmons

SL 371 Cognitive Science: Language (S: 3)

An overview of topics that reveal the rich system of human knowledge involved in the use and acquisition of language: Syntax and semantics, phonology and speech, the acquisition and processing of language, and related philosophical issues.

M.J. Connolly

Margaret Thomas

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 390 Advanced Tutorial: Russian Language

SL 391 Advanced Tutorial: Russian Literature

SL 392 Advanced Tutorial: Linguistics

SL 393 Advanced Tutorial: Chinese

SL 394 Advanced Tutorial: Slavic Linguistics

SL 395 Advanced Tutorial: Japanese

SL 396 Advanced Tutorial: Celtic Philology

SL 400 AB Comprehensive (Russian)

SL 401 AB Comprehensive (Linguistics)

SL 402 AB Comprehensive (Slavic Studies)

SL 791 Russian Literature: Reading and Research

SL 792 Linguistics: Reading and Research

SL 794 Slavic Linguistics: Reading and Research

Other Courses

Other courses in the Department's repertory, offered on a non-periodic basis, include the following:

SL 007-008 Introduction to Arabic I/II

SL 029-030 Elementary Literary Chinese I/II

SL 033-034 Elementary Russian (Intensive) I/II

SL 065-066 Continuing Arabic I/II

SL 075-076 Continuing Korean I/II

SL 128 *Shedevry russkoj klassiki*

SL 130 *Narody russkogo severa*

SL 165-166 *Zhongji kouyu* I-II

SL 206 (EN 206) (SC 206) Language, Society, and Communication

SL 225 Russian Folklore (in translation)

SL 226 Readings in Russian Short Prose

SL 228 Spoken Russian

SL 231 Slavic Civilizations

SL 233 (EN 571) Applied English Grammar and Style

SL 235 Chekhov's Plays and Stories (in translation)

SL 236 A Survey of Polish Literature (in translation)

SL 237 Sounds of Language and Music

SL 238 The Language of Computing

SL 244 (EN 099) The Irish Language

SL 245-246 Advanced Chinese I/II

SL 254 (TH 154) History of Eastern Orthodoxy

SL 257-258 Advanced Japanese I/II

SL 260 (EN 100) Advanced Readings in Modern Irish

SL 264 The Western Discovery of the East

SL 265 The Dissonant Muse

SL 266 The Grammar of Numbers

SL 305 History of the Russian Language

SL 306 Russian Literary Research

SL 312 The Indo-European Languages

SL 313 Structural Poetics

SL 314 Old Persian and Avestan

SL 315 The Czech Language

SL 322 The Structure of Modern Russian

SL 325 (EN 528) Historical Linguistics

SL 335 Early Russian Literature

SL 337 Comparative Slavic Linguistics

SL 338 Tolstoy & Solzhenicyn

SL 339 Semiotics and Structure

SL 341 The Study of Russian Literature

SL 348 Chexov

SL 350 Advanced Practicum in Spoken Russian

SL 351 Topics in Linguistic Theory

SL 354 Bulgakov, Pasternak, Solzhenicyn

SL 355 Linguistics and Computing

SL 359 The Structure of Biblical Hebrew

SL 363 *Masterstvo perevoda*

SL 364 Readings in the History of Arabic Literature

SL 365 Readings in Chinese Literature and Philosophy

SL 366 Business Chinese

SL 367 (EN 127) Language and Language Types

SL 411 *Sovremennaja russkaja poezija*

SL 413 *Vvedenie v istoriografiju*

SL 415 *Sovremennaja russkaja pressa*

SL 417 *Rossija v proshlom i v budushchem*

SL 419 *Russkij roman 60yx godov XIX stoletija*

SL 420 *Tvorchestvo Pushkina*

SOCIOLOGY

FACULTY

Severyn T. Bruyn, *Professor*; A.B., A.M., Ph.D., University of Illinois

Charles K. Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Jeanne Guillemin, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

Lynda Lytle Holmstrom, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor*; Chairperson of the Department; A.B., Harvard College; Ph.D., New York University

Ritchie P. Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor*; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Paul G. Schervish, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

David Horton Smith, *Professor*; A.B., University of Southern California; A.M., Ph.D., Harvard University

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Sharlene J. Hesse-Biber, *Associate Professor*; A.B., A.M., Ph.D., University of Michigan

Seymour Leventman, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Diane Vaughan, *Associate Professor*; B.A., M.A., Ph.D., Ohio State University

William A. Harris, *Assistant Professor*; B.A., UCLA; M.A., Yale University; Ph.D., Stanford University



PROGRAM DESCRIPTION

Master's Program

Admission: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GRE's are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Graduate School of Arts and Sciences, Admissions Office, McGuinn 221.

Degree Requirements: (1) Thirty credit hours, (2) theory proseminar (two semesters), (3) advanced research methods, (4) bivariate and multivariate statistics (two semesters), and (5) a Master's paper or thesis.

Doctoral Program

Admission: The Ph.D. program prepares students for careers as college and university faculty, and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.)

Degree Requirements: (1) Twenty-four credit hours above the M.A. level, including one addi-

tional methods or statistics course; (2) one year of residency; (3) the Ph.D. qualifying examination; and (4) the dissertation and oral defense.

Program in Social Economy and Social Justice (M.A. and Ph.D.)

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers that integrate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help students to understand and work in the areas of social economy and social justice more effectively.

M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Carroll Graduate School of Management administer this joint degree program, which trains social researchers by providing them with a systematic understanding of the business and workplace environment, and training managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

Financial Assistance

The Department has a limited number of cash awards in the form of assistantships and tuition scholarships. Awards are made on the basis of academic performance, experience, and skill, as well as Department needs. Application should be made to the Department Graduate Admissions Committee.

Other Information

The Department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" is available on request.

The Sociology Department's e-mail address is as follows: sociolog@cleo.bc.edu

COURSE OFFERINGS

SC 340 Internship in Sociology I (F, S: 3)

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility for locating their own placement setting; however, both the instructor and the B.C. Internship Program Office in the Career Center can be of help. Students need to meet with the instructor before registering to get the full details about the course, and to discuss possible placements, as they must make arrangements for their placements prior to the start of the course.

John B. Williamson

SC 341 Internship in Sociology II (F, S: 3)

This course can be taken as a continuation of SC 340 or as an independent course.

John B. Williamson

SC 345 Sociology of Religion (F: 3)

This course reviews the major lines of classical and contemporary sociological thinking on religious

consciousness and religious practice. The course will examine (1) classical statements on religion and consciousness by Feuerbach, Marx, Durkheim, Freud, and Weber; (2) contemporary theoretical initiatives in cultural studies, neo-Marxism, post-structuralism, and theology; and (3) current research studies on religion. The course will be taught at an advanced level but does not require work in sociology.

Paul G. Schervish

SC 346 Economic Crisis and Social Change (F, S: 3)

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Economic health is closely linked to social health, and to reinvigorate our economy requires a major change in the way we think about ourselves and our society, as well as a radical social transformation. This course, which meets as a seminar once a week, offers an unusual way to think about the economy, and a chance for the student to re-think his or her ideas about the American Dream.

Charles Derber

SC 351 Power in Contemporary Society (F: 3)

This course examines the types and uses of power in contemporary society, the forms of power, and major historical changes. Also examined are the roles of ruling classes and elites, multinational corporations, the military (including the CIA), and political decision making by national leaders. Of particular importance will be a consideration of the characteristics of modern warfare, the limits of its use as an aspect of foreign policy, and alternatives to war.

Ritchie P. Lowry

SC 367 Organizational Misconduct and Control (S: 3)

This graduate/undergraduate course will focus on the origin and control of misconduct by various types of organizations. We will apply the concepts and theories of organizational behavior to see how misconduct and its control are related to the following: (1) the competitive environment in which organizations exist, (2) the characteristics of organizations themselves (e.g., size, complexity, socialization, computer systems), and (3) the regulatory environment. Each student will apply what they learn by analyzing a case of organizational misconduct.

Diane Vaughan

SC 378 (PS 600) (SW 600) Introduction to Social Work (F, S: 3)

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the various social work methods of dealing with individuals, groups, and communities and their problems.

Regina O'Grady-LeShane

SC 422 Internships in Criminology I (F, S: 3)

Prerequisite: Permission of the instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available—following consultation with the instructor—in court probation offices and other legal settings where practical exposure and in-

volvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefits.

Edward J. Skeffington

SC 423 Internships in Criminology II (F, S: 3)

Prerequisite: Permission of the instructor

Optional continuation of SC 422 on a more intensive level.

Edward J. Skeffington

SC 468 (ED 349) Sociology of Education (S: 3)

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationships between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?

Ted Yonn

SC 491 Sociology of the Third World (S: 3)

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role emerging institutions (political parties, bureaucracies, businesses, trade unions, armies, etc.), play in meeting the challenges of dependency and modernization.

Paul S. Gray

SC 500 International Studies Seminar (S: 3)

This course is designed primarily for graduating seniors who are completing thesis requirements for the International Studies minor or major. Although taught in the Department of Sociology, the seminar will be interdisciplinary in focus. Seniors in the International Studies Minor are welcome regardless of their major or field of interest within the minor, although the main analytical concepts will be drawn from the social sciences. Topics covered include the new world order, the end of the cold war, globalization of trade, Third World dependency, etc.

Paul S. Gray

SC 509 Feminism and Methodology (F: 3)

This course examines a range of feminist, social science, and philosophy of science literature that is concerned with issues of methodology. We address the following: (1) What are the basic assumptions concerning the scientific method in the existing social science literature? (2) Is there a feminist methodology? (3) To what degree is science a cultural institution influenced by economic, social, and political values? (4) To what extent is science affected by sexist attitudes and to what extent does it reinforce them?

Sharlene Hesse-Biber

SC 527 The Evolution of Culture (F: 3)

This course is an anthropological examination of symbolic life in the emergence of culture. Special attention will be devoted to myth, folklore, stratification, and political systems. The course will cover the origins of society in the life of the family and the tribe. Attention will be given to

cross-cultural studies of sex behavior, the development of music, and the principles of evolution.

Severyn T. Bruyn

SC 532 Images and Power (S: 3)

This course is a critical examination of contemporary image making. An exploration of the social production, meaning, and uses of art in modern and post-modern society. Particular attention is paid to the relationship between visual imagery and the politics of class, race and gender, and art in the age of mechanical reproduction (e.g., photography, film, and video); sex and reproduction in the age of mechanical art; and the avant-garde and anti-art, dada and the like.

Stephen J. Pfobl

SC 533 Sociology and Psychoanalysis (S: 3)

This seminar is located at the crossroads of psychoanalytic method and a critical sociological imagination. Beginning with a consideration of early accounts of social unconsciousness in the writings of Sigmund Freud, Carl Jung, Sabina Spielrein, and Emile Durkheim, this course explores social-psychoanalytic approaches to collective representational practices and what these practices repress and/or sacrifice. This involves a reflexive engagement with questions concerning hegemonic erotic displacements, mythic taboos, and the historical specificity of personal and collective dreams, transference phantasies, fears, desires, and struggles for both justice and healing. This seminar is cross-listed with Women's Studies and is intended for graduate students and upper level undergraduates.

Stephen J. Pfobl

SC 546 The Social Structure of Occupational Health (S: 3)

The course will use an institutional actor analysis to examine the role of labor, management, health professionals, and the state in creating, recognizing, and controlling occupational disease. The course is open to undergraduate and graduate students in Sociology, Management, Nursing, and Law.

Eve Spangler

SC 547 American Mass Culture in Europe: Americanization and Cultural Resistance from Ireland to Italy, from Holland to Hungary (F: 3)

Has Europe become like America, watching the same movies, listening to the same music, following the same fashions? The course will focus on problems of transmission (film, television, music, and advertising), and on its reception by European audiences. Topics ranging from rock and roll behind the dikes, environmental and urban issues, the Cold War and culture, media events, cultural resistance and rejection, "Coca colonization," and cultural imperialism will be addressed with reading and viewing material.

Rob Kroes

SC 550 Important Readings in Sociology (S: 3)

This working seminar involves intensive readings and classroom discussion of and about major sociological theorists and theories. Of particular interest is the way in which classic sociological theories can help develop unique insights into such contemporary social problems as crime, war and violence, poverty, and sexism and discrimination, and how they developed historically in relation to one another.

Eve Spangler

SC 564 Seminar on Medical and Family Sociology

Prerequisite: Permission of the instructor

This seminar will focus on student research projects in the area of medical and family sociology. *Not offered 1996-97.*

Lynda Lytle Holmstrom

SC 568 Sociology of Wealth and Poverty (F: 3)

Inequalities and economic insecurity have grown. Many young people fear that they will not live as well as their parents. Programs that aid the poor and near-poor are contracting. Social divides of class and race seem to tighten. Clashing ideologies seek to explain what is happening. What are the facts? What are their causes? What are the economic, social, and political effects? What are possible remedies?

S. M. Miller

SC 578 Corporate Social Responsibility (F: 3)

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis, including socially responsive investing, shareholder and consumer action, and corporate social responsibility. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

Ritchie P. Lowry

SC 580 Applied and Clinical Sociology (S: 3)

Many students turn to sociology in order to prepare for work in the service of society. This course surveys several strategies for addressing social problems, as they are related to a generalized approach to planned social change. The syllabus is strongly oriented to the theoretical and empirical literature of sociology. Short paper assignments in the course provide the opportunity to consider problems at various levels of social complexity, from small groups to large organizations. The assignments require the student to adopt the point of view of a practitioner (e.g., consultant, organizer, therapist) who is designing a plan to address a problem in the social world.

William A. Harris

SC 670 (MC 670) Technology and Culture (S: 3)

See course description in the Carroll Graduate School of Management.

William Griffith

SC 702 Introduction to Statistics and Data Analysis (F: 3)

This course will introduce the basic statistical concepts used in social research: centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the B.C. computer system and the SPSS data analysis package.

William A. Harris

SC 703 Multivariate Statistics (S: 3)

This is an applied course with a focus on the analysis of cross-sectional data. It assumes a knowledge of the material covered in SC 702. Therefore, it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three general statistical procedures: factor analysis, analysis of variance, and regression analysis. However, the course is focused primarily on multiple regression and related procedures. In this

context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Also covered are one-way ANOVA and multiple classification analysis. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

William A. Harris

SC 710 Survey of Research Methods (F: 3)

This course is an overview of the range of methods available to the social researcher, including: surveys, observational field research, intensive interviewing, experimentation, secondary data and content analysis, evaluation and action research. Considerable attention is given to the assessment of the relative strengths and limitations of each technique. The course also offers hands-on experience in problem formulation, measurement, assessment of reliability and validity, and sampling. By the end of the semester students will be thoroughly familiar with the process of research design and will produce a research proposal on a topic of their choice. We will also be reviewing some of the most important contemporary ethical and epistemological dilemmas associated with data collection.

Paul S. Gray

SC 715 Theory ProSeminar I (F: 3)

While merging philosophic traditions of French positivism and German idealism, sociology grew out of eighteenth and nineteenth century post-French Revolutionary efforts to restore order with a new approach to producing social knowledge that was both secular yet utterly humanistic.

This course studies the historical and intellectual sources, emergence, and nature of perspective that came to form what we now call sociology and classical theory. Focusing on the writings of Marx, Simmel, Weber, and Durkheim, the course emphasizes the uses and applications of the theoretical claims of sociology to the study of social process, structure, and dynamics. Thus, theory is also general sociology.

The course examines the various roots of sociology, sociology as a scientific theory of society, the classical tradition, and the beginnings of American sociology.

Seymour Leventman

SC 716 Theory ProSeminar II (S: 3)

This course examines the major lines of contemporary sociological theory. It reviews the main philosophical traditions in epistemology, the meaning of theory, the theoretical task of sociology, the functionalism of Merton and Parsons, structuration theory, symbolic interactionism, ethnomethodology, sociology of knowledge, cultural Marxism, structural Marxism, feminist theory, neo-Durkheimian analysis, and post-structuralism.

Paul G. Schervish

SC 728 Inequalities in Health Care (F: 3)

Inequalities in health insurance, in access to health care and in medical treatment, are historically characteristic of the United States system. This course considers how social class, race, gender, age, and disabilities have affected the health status and medical care available to Americans. Strategies and policies for promoting equity, including cross-national comparisons, will be reviewed.

Jeanne Guillemin

SC 735 Feminist Theory (S: 3)

This course begins with the 19th century development of a feminist perspective on society as a struggle for intellectual and social emancipation. Examples of the writers and activists of central interest in the early period are Mary Wollstonecraft, Harriet Martineau, Jane Addams, Georg Simmel, Friedrich Nietzsche, Rosa Luxemburg, and Aleksandra Kollontai. In the modern period, the struggle shifts to frameworks of rationality that reflect women's growing participation in academic life. We will consider the work of Karen Horney, Simone Weil, Hannah Arendt, and Mirra Komarovsky, as well as post-1970s women writers constructing the sociological world and post-modern writers deconstructing it.

Jeanne Guillemin

SC 736 Introduction to Social Economy I (F: 3)

This course will provide an introduction to the field of social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. Central concepts of the social economy paradigm, including self-governance, self-management, industrial democracy, and social planning will be discussed; as well as major substantive topic areas including organizational democracy, worker control of the labor process, employee ownership, corporate social responsibility, industrial policy, social federations, social investment, and national social planning.

Severyn T. Bruyn

SC 751 Quest for Social Justice (S: 3)

This is a foundation course for the SESJ Program and is designed especially for first or second year students. The course focuses on (1) the state of economic and social justice in the United States today, and (2) the health and vision of social/political forces mobilizing to achieve justice. The first part of the course reviews the economic and political structures of power and social control that yield high levels of exploitation, powerlessness, and inequality in the population. The second part of the course examines (1) the political and social movements that have arisen to challenge economic and social arrangements; (2) the new structuring of these movements around race, gender, and other identity politics; and (3) the rise of new types of class politics that are oriented to achieving a more just society. The course is a seminar that will help students identify, theorize, research, and write about the problems of justice that most concern them.

Charles Derber

SC 753 Organizational Analysis (F: 3)

The purpose of this graduate seminar is to become familiar with, apply, and discuss basic concepts that guide our understanding of organizations. Students will conduct a case study of an organization during the semester. Seven key concepts will be used in the case analysis. Reading assignments will introduce a concept that we will discuss in class. For the following class, each student will then examine his or her organization with that concept in mind, writing a three page paper about that concept in relation to his or her case. When the class meets, we will discuss how people went about investigating that particular aspect of their organization, any research

difficulties, and what was learned either about the concept's utility, the organization, or the social change in organizations.

Diane Vaughan

SC 799 Readings and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and the Professor. Professor's written consent must be obtained prior to registration.

The Department

SC 801 Thesis Seminar (F, S: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.

The Department

SC 888 Interim Study (F, S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

SC 900 Teaching Apprenticeship (F, S: 3)

By arrangement.

The Department

SC 901 Research Apprenticeship (F, S: 3)

By arrangement.

The Department

SC 998 Doctoral Comprehensive (F, S: 0)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

SC 999 Doctoral Continuation (F, S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

THEOLOGY

FACULTY

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

Michael Buckley, S.J., *Professor*; B.A., M.A., Gonzaga University; Ph.L., S.T.L., Pontifical University of Alma; S.T.M., University of Santa Clara; Ph.D., University of Chicago

Lisa Sowle Cahill, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Francis X. Clooney, S.J., *Professor*; A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

Robert Daly, S.J., *Professor*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Donald J. Dietrich, *Professor*; Chairperson of the Department; B.S., Canisius College; M.A., Ph.D., University of Minnesota

Harvey Egan, S.J., *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Ernest L. Fortin, A.A., *Professor*; A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Thomas H. Groome, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

David Hollenbach, S.J., *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

Philip J. King, *Professor*; A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Matthew L. Lamb, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theol., State University of Munster

William W. Meissner, S.J., *Professor*; University Professor of Psychoanalysis; B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

John Paris, S.J., *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Anthony Saldarini, *Professor*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Francis A. Sullivan, S.J., *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

Mary F. Daly, *Associate Professor*; A.B., College of St. Rose in Albany; A.M., Catholic University; Ph.D., St. Mary's College; S.T.L., S.T.D., Ph.D., University of Fribourg

John A. Darr, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Charles C. Hefling, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

E. Michael Himes, *Associate Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

Robert P. Imbelli, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Frederick Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

Claire Lowery, *Adjunct Associate Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

Stephen J. Pope, *Associate Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Louis P. Roy, O.P., *Associate Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Francis P. Sullivan, S.J., *Adjunct Associate Professor*; A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

Thomas E. Wangler, *Associate Professor*; B.S., Le Moyne College; M.A., Ph.D., Marquette University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Ruth Langer, *Assistant Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

John Makransky, *Assistant Professor*; B.A., Yale University; Ph.D., University of Wisconsin

Willemien Otten, *Assistant Professor*; B.A., M.A., Ph.D., University of Amsterdam

Patrick J. Ryan, S.J., *Assistant Professor*; A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

PROGRAM DESCRIPTION

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. Not only is the Theology Department in itself one of the foremost departments in the country, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions: The Andover Newton Theological School, the Boston College Department of Theology, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary, and Weston Jesuit School of Theology. This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs. The Joint Faculty for the Ph.D. Program, described below, is particularly rich due to the special cooperation of interested faculty from Boston College, Andover Newton Theological School, and Weston Jesuit School of Theology.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers; or (2) as an academic preparation for those moving toward professional, religious, or ministerial careers; or (3) as part of an enrichment or retooling program for those already established in such careers.

Candidates for the M.A. are required to complete 30 credits for the degree, either on a full-time or part-time basis. One course each in the areas of Ethics, Bible, and History is required, plus a two-semester, six-credit survey course in the area of Systematic Theology; the remaining five courses are electives. Reading knowledge in an appropriate foreign language is tested. Two written comprehensive examinations and a one hour oral exam are given at the completion of the program. In preparation for the first examination, the student reads selected works from the M.A. reading list in the four areas; for the second examination, the student identifies his or her own special interest within one, or more than one of the four areas, or within a specially defined area. The oral examination covers both written examinations.

M.A. in Biblical Studies

The goal of the program is to acquaint students with the results of research into Biblical literature, history, exegesis, and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching, or ministry, and for those anticipating further study in Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for this M.A. Students will complete six courses in their testament of specialization and two in the other



testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics, or application of the Bible to contemporary problems. An M.A. thesis or major paper may substitute for six of the credit requirements. The student must register for six (6) credits of Thesis Seminar.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in one modern language.

Students will be tested in three areas of the Bible: history, literature, and theology. Examinations will be both written and oral. Students may arrange to write an M.A. thesis or a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute of Religious Education and Pastoral Ministry, and the Graduate Schools of Education and Social Work in offering the M.Ed. in Religious Education, the Certificate of Advanced Educational Specialization in Religious Education, the M.A. in Pastoral Ministry, the joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.), and the Ph.D. in Religion and Education. (See Institute of Religious Education and Pastoral Ministry).

Ph.D. Program in Theology: Joint Faculty of Boston College, Andover Newton Theological School, Weston Jesuit School of Theology

The Program is designed and administered by an ecumenical joint faculty drawn from the Theology Department, and from the faculty of Andover Newton Theological School and Weston Jesuit School of Theology.

The Program has as its goal the formation of theologians intellectually excelling in the church, the academy, and society. It is confessional in nature, and envisions theology as "faith seeking understanding." Accordingly, the Program aims at nourishing a community of faith, scholarly conversation, research, and teaching which is centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The Program therefore very much belongs to a joint graduate faculty drawn from the three schools, each of which is rooted in and committed to a theological tradition—the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College and Weston Jesuit School of Theology. While retaining their academic and fiscal identities, Andover Newton Theological School, Boston College, and Weston Jesuit School of Theology have cooperated in the creation of a joint faculty of selected members of their faculties. This involves a unique degree of Catholic and ecumenical cooperation at the doctoral level, bringing together faculty and students from diversified cultural and religious backgrounds. Indeed, one

of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other theological positions and with contemporary cultures.

The Program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions, and critically probe the foundations of various theological positions. Students are expected to master the tools and techniques of research, and so to organize and to integrate their knowledge as to make an original contribution to theological discussion.

Since the Program has faculty members who are expert in the Hindu, Buddhist, and Jewish traditions, it is also a context in which the issues raised by religious pluralism can be explored responsibly and in detail, and the project of a Christian comparative theology seriously pursued.

Students admitted to the Ph.D. program should have completed the M.Div. or equivalent degree; a Master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Areas of Specialization are currently as follows: History of Christian Life and Thought, Systematic Theology, and Theological Ethics.

The History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with the assumptions of historical reconstruction.

Systematic Theology is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, i.e., according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged. Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. What is essential to the practice of systematic theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

Theological Ethics prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages

attention to the global and multicultural character of the Christian community.

For all the Areas, two language examinations are required. These test the student's proficiency in reading two languages important for his or her research and must be passed before admission to the comprehensive examinations.

A Minor in Biblical Studies is also offered, with a specialization in either the Old Testament or the New Testament. The student is to become familiar with various approaches to the study of the Bible, e.g., Biblical theology, archaeology and the history of Biblical times, and the history of interpretation and the literary interpretation of the Bible. The student is to demonstrate competence in the original language pertinent to his or her specialization (Old Testament: Hebrew; New Testament: Greek).

The rich possibilities of the new Joint Faculty make it likely that initiatives will be undertaken, particularly with regard to the formulation of new major and minor areas of concentration.

Religious Education-Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Institute of Medieval Philosophy and Theology

In conjunction with the Ph.D. Program in Theological Studies, the Department is also linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology or Philosophy Departments, and students study within one of these departments. The focus of the institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology. The concentration of the philosophy and theology departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speaker programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translation of medieval sources and the editing of philosophical and theological texts.

The Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Director is Professor Charles C. Hefling, Jr. Boston College sponsors the annual

Loneragan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. For more information, call (617) 552-3547.

Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues.

COURSE OFFERINGS

TH 326 The Biblical Virtues (S: 3)

Prerequisite: Introductory course

Faith, hope, love, as well as dominant themes such as covenant, holiness and righteousness will be considered.

Philip King

TH 350 Gospel of Matthew (F: 3)

A detailed study of Matthew as a literary and theological work, with special attention to its setting in first century Judaism and Christianity and its relationship to the other gospels. Matthew's implications for Christian thought and behavior will be stressed. An introductory course in Biblical studies is presumed.

Anthony Saldarini

TH 357 Pauline Tradition (F: 3)

Introduces contemporary issues in Pauline letters and theology, the literary and rhetorical structure of the Pauline letter, reconstructing the life of the apostle, Paul's relationship to first century Judaism, and the basic themes of Pauline theology. Exegesis of Romans. Other Pauline letters will be discussed in the context of reconstructing Paul's life and theology. Students should have completed an introductory course in Biblical studies prior to enrolling.

PHEME PERKINS

TH 362 New Testament Christology (S: 3)

Prerequisite: An introduction to the New Testament

A survey of the history of Christology with analysis of the development of Christology in the New Testament. Topics include the following: monotheism and belief in Jesus as Lord, Christology and the historical Jesus, Christology and resurrection, Christological titles and hymns, Christology as narrative in the synoptic gospels, the death of Jesus and atonement, and incarnation. Use of biblical material in rethinking traditional Christological formulae are also discussed.

PHEME PERKINS

TH 371 Turning Points in Jewish History (S: 3)

From the exile from Zion with the Roman destruction of the Temple in 70 CE to the return to Zion in the modern era, Jews have lived in dispersion as a minority people subject to the will of others. This course will survey the high and low points of this experience of exile, introducing some of the primary documents produced by Jews under the influences, positive and negative, of life in the pagan, Christian, and Moslem worlds.

Ruth Langer

TH 389 The Parables of Jesus (F: 3)

The parables of Jesus will be studied in the synoptic gospels from literary, social, historical, and theological perspectives. Special attention will be given to how the parables function in Jesus' ministry and in their current narrative contexts.

John Darr

TH 391 Book of Genesis (F: 3)

Prerequisite: Introductory course

In-depth study of selected passages, emphasizing literary qualities and theological values. Parallels in ambient cultures.

Philip King

TH 404 Tibetan Tantric Buddhism: An Advanced Introduction (S: 3)

Through reading from ancient and contemporary writings in translation by native Tibetan Buddhist scholars, we will study a selection from the following genres of Tibetan Buddhist literature: sacred biography, songs of spiritual realization, manuals of praxis (ritual, devotional, and contemplative), systematic treatises, Lam rim (stages of the path to Enlightenment), blo sbyong (techniques of mental purification), and gTerma (revelatory texts). Noting their relations to different streams of Indian Buddhist tradition and indigenous religious culture, we will pay special attention to the ways that Tantric Buddhist perspectives inform each text. Examples will be drawn from rNying ma, bKa' brgyed, and dGe lugs traditions.

John Makransky

TH 423 (CL 320) Seminar in Latin Patrology (S: 3)

Prerequisite: Latin

This semester the seminar will be devoted to reading Augustine *De Civitate Dei*.

Margaret A. Schatkin

TH 425 (CL 323) Seminar in Greek Patrology (F: 3)

Prerequisite: Greek

This semester the seminar will be devoted to reading John Chrysostom's *De Laudibus Pauli* and selections from *Homiliae in 2 Cor.*

Margaret A. Schatkin

TH 428 Soul and Spirituality in Early and Medieval Christianity: History of Christian Life and Thought (S: 3)

This doctoral seminar will focus on the meaning of soul and spirituality in early and medieval Christianity. It will study philosophical conceptions of soul and spirit (Stoic, Neoplatonic) to see how early Christianity integrated these with biblical anthropology. We will then study how these technical notions of soul and spirit became gradually transformed over time in the different Christian approaches to spirituality that developed, especially in the context of medieval monasticism and mysticism. This seminar can be taken as a unit with the fall course on the body in early and medieval Christianity.

Willemsen Otten

TH 430 (ED 434) The Psychology of Religious Development (F: 3)

A survey of major psychological perspectives on the foundation and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development

that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life).

H. John McDargh

TH 440 A Religious History of American Catholicism (F: 3)

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional, and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, and the heroic life-styles. Primary sources, many in computer readable form as well as on paper, will be emphasized.

Thomas E. Wengler

TH 446 Dante and Christianity (F: 3)

Analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the *Divine Comedy* and the basic problems that it raises. This course is also of interest to students in Political Science.

Ernest Fortin, A.A.

TH 454 Indian Mahayana Buddhism: An Advanced Introduction (F: 3)

Reading Indian scriptures and commentaries in translation, we trace developments in core doctrines and practices of Indian Mahayana Buddhism (the movement that spread from India to dominate Buddhist cultures of Central and East Asia). Topics include the following: emptiness, compassion, devotion, ritual and meditation, the Bodhisattva path, "skillful means" as hermeneutic, visionary experience and the Mahayana pantheon, Mahayana concepts of Nirvana, and Bud-dha nature.

John Makransky

TH 458 Reading Bible with Jewish Eyes (F: 3)

While the Bible lies at the center of Jewish life and thought, Jewish understanding of the Bible is filtered through generations of rabbinic interpretation and commentary. This course will explore this tradition of interpretation, introducing the various forms and generations of rabbinic midrash, as well as investigating the reshaping of this material in the medieval commentary and poetic traditions. While the primary emphasis will be on the reinterpretation and fleshing out of narrative texts, the course will introduce rabbinic legal methodology.

Ruth Langer

TH 469 Church, Sacrament of Salvation (F: 3)

Vatican II described the church as the "universal sacrament of salvation." Post-conciliar documents have described the goal of the church as "integral salvation." This course will discuss issues that these claims have raised, for systematic theology, for ecumenism, for the theology of non-Christian religions, and for liberation theology.

Francis A. Sullivan, S.J.

TH 476 Development of Theology as a Scientific Discipline in the Middle Ages (F: 3)

A historical study of the way the academic reading of the Holy Scriptures developed into the university discipline of theology. The course examines the roles played by Scripture, by patristic and medieval authorities, and by philosophy in theological inquiry. The sources for this study are

the translated primary texts of authors from Abelard to Melanchthon. *Stephen Brown*

TH 480 Introduction to Ecclesiology (S: 3)

An introductory survey of issues in the field of ecclesiology through a reading of classic texts in the field. We will read texts that, while not themselves specifically ecclesiological, became loci communes once the field developed, as well as texts dealing with ecclesiology proper, i.e., ecclesiology as a field within systematic or doctrinal theology. *Michael Himes*

TH 482 Hitler, the Churches, and the Holocaust (F: 3)

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust, as well as consider the post-Holocaust *paradigm shift* in theology. *Donald Dietrich*

TH 483 The History of God (S: 3)

This course will explore the ways in which the idea and experience of God has evolved to the present among the monotheists of the book—Jews, Christians, and Muslims—as they have encountered the transcendental reality within their differing cultures. *Donald Dietrich*

TH 484 The History of Jewish Mysticism (S: 3)

This course traces the development of Jewish mysticism from its earliest expressions in Biblical prophecy to the Hasidic movement. Sessions will be devoted to Hekhalot Mysticism, German Pietism, Provencal Kabbalah, Catalanian Kabbalah, Castilian Kabbalah, Lurianic Kabbalah, Sabbatianism, and Hasidism. (*Primary sources will be provided in translation.*) *Sbaron F. Koren*

TH 485 Women and Evil in Christianity and Western Culture (S: 3)

The purpose of this course is to expose students to the woman as evil motif in religion and culture as one facet of the complex—sometimes empowering, sometimes demonizing—portrayal of the feminine, and to help students become more critically aware of the way in which this theme has and still operates. *Catherine Roach*

TH 490 Religious Experience and Faith (F: 3)

The goal of this course is to compare views of faith found in the Bible, Buddhism, patristic writers, modern thinkers, Newman, and mostly Aquinas. Is a stress on religious experience compatible with total respect for objective truth? What is the interaction between the affective and intellectual aspects of faith? The class format will be text-discussion, complemented by lecturing. *Louis Roy, O.P.*

TH 493 Introduction to Islam (F: 3)

An overview of the origins and historical development of Islam: its essential doctrines, institutions, ritual practices, and interactions with other religions and cultures. Islam in the Middle East and North Africa will be emphasized. *Wilfrid J. Rollman*

TH 494 Islamic Revival in the Modern Middle East and North Africa (S: 3)

An historical introduction to contemporary Islamic reform and revivalist movements in the region: their origins, goals, organization, practice, and significance. Cases studied will include Algeria, Egypt, Iran, and the Sudan. *Wilfrid J. Rollman*

TH 495 Foundations of Catholic Ethics (S: 3)

This course is especially designed for IREPM students who participate in the M.A.-M.S.W. joint program. It will examine the nature and historical development of Moral Theology, and will attempt an in-depth consideration of such issues as the moral agent, objective moral norms, the nature and formation of personal conscience, traditional and contemporary understandings of sin as a religious concept, as well as an examination of the ethics of character. *James O'Donohue*

TH 510 On the Trinity (F: 3)

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the Trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). *Frederick Lawrence*

TH 518 Spiritual Foundations for Religious Education and Pastoral Ministry: The Divine and Human Partnership (F: 1)

See course description under the Institute of Religious Education and Pastoral Ministry. *Thomas H. Groome*

TH 519 Spiritual Foundations for Religious Education and Pastoral Ministry: Jesus and the Community of Disciples (F: 1)

See course description under the Institute of Religious Education and Pastoral Ministry. *Thomas H. Groome*

TH 520 Classics of Spirituality (F: 3)

A seminar exploring the meaning and scope of transformation in Christ, presented by spiritual masters of different historical/social contexts. Close readings of Augustine's *Confessions*, William of St. Thierry's *Golden Epistle*, Dante's *Purgatorio*, Teresa's *Interior Castle*, and Teilhard de Chardin's *Divine Milieu* will be used to discern the intimate nexus of theology and spirituality. *Robert Imbelli*

TH 525 Medieval Theology I (S: 3)

A study of key theological figures from Abelard to Aquinas, with a focus on their Christology and Trinitarian teachings. *Stephen Brown*

TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry. *Kathleen Gallivan*

TH 532 Art of Pastoral Counseling (F: 3)

See course description under the Institute of Religious Education and Pastoral Ministry. *Kathleen Gallivan*

TH 538 Directed Research in Pastoral Ministry (F, S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry. *Claire E. Lowery*

TH 543 Interpretation of Church Documents (S: 3)

To examine theology is to seek a contemporary understanding of one's faith. One cannot engage seriously in this search from within the Catholic tradition without knowing how to evaluate and interpret the official documents in which the Catholic Church has expressed its faith. This course will introduce students to the theory and practice of such evaluation and interpretation. *Francis A. Sullivan, S.J.*

TH 550 The Body in Early and Medieval Christianity (F: 3)

This course will use the construct/concept of the body as a lens to highlight significant developments in early and medieval Christianity. Approaching the body as *locus politicus*, the course will focus on martyrdom and asceticism as the problem of private and public possession of the body in early Christianity. Approaching the body as *theological locus*, the course will focus on the meaning of embodiment and Incarnation. Regarding the body as *mystical locus*, the course will study the connection of gender and genre in medieval mysticism. The course can be taken as a unit with the spring seminar on soul and spirituality. *Willemien Otten*

TH 555 Aquinas on Charity (F: 3)

This course will carefully examine Thomas Aquinas' interpretation of the theological virtue of charity as developed in the Second Part of the *Summa Theologiae*. Topics include the nature of charity, its subject, its object, its order, and its principal act. *Stephen Pope*

TH 561 Christian Ethics and Social Issues (S: 3)

Methods and sources for Christian ethical analysis, decision making, and policy formation in the areas of religious liberty, economic justice, human rights, and war and peace, and the role of Christians and the ministry of the church in the political sphere will be considered. *David Hollenbach, S.J.*

TH 567 Christian Perspectives on Bioethics (F: 3)

Will examine Protestant and Catholic theological approaches to death and dying, infertility therapies, abortion, genetics, health care reform, and AIDS. The relevance of religion and theology to public policy debate will be considered. Feminist and inter-cultural perspectives will be included. *Lisa Sowle Cabill*

TH 569 Interpretation of Church Documents (S: 3)

To do theology is to seek a contemporary understanding of one's faith. One cannot engage seriously in this search from within the Catholic tradition without knowing how to evaluate and interpret the official documents in which the Catholic Church has expressed its faith. This course will introduce the students to theory and practice of such evaluation and interpretation. *Francis A. Sullivan, S.J.*

TH 581 Contemporary Spiritual Writers and Movements (F: 3)

The transformation of spirituality, both as a dimension of Christian experience and as a theological inquiry, has advanced due to major writers and movements of the late twentieth century.

After an historical overview, we will study in-depth one Catholic and one Protestant writer (e.g., Merton, Nouwen, Bonhoeffer, Leech), and one or two transformative movements such as feminism, liberation, ecology, and/or sexuality.

James Weiss

TH 584 Human Rights (S: 3)

Exploration of the meaning, basis, historical roots, and practical significance of human rights in philosophical, theological, and political debates. Special attention will be given to the critique of the idea of human rights from the viewpoint of the common good tradition and in postmodern thinking. Registration is limited.

David Hollenbach, S.J.

TH 585 Interreligious Convergence (S: 1)

See course description under the Institution of Religious Education and Pastoral Ministry.

TH 586 Contemplative Being, Christian Formation, and Clues from Buddhism (S: 1)

See course description under the Institution of Religious Education and Pastoral Ministry.

TH 587 Christian Formation, Judaism, and Theology and History of Jewish Christian Relations (S: 1)

See course description under the Institution of Religious Education and Pastoral Ministry.

TH 588 Jewish Ethics: Three Modern Figures (F: 3)

This course examines three figures from twentieth century Jewish thought: Hermann Cohen, Leo Baeck, and Abraham Joshua Heschel. In addition to investigating the distinctive contribution of each figure, this course inquires about the common tradition to which all three belong: Jewish ethical monotheism and prophetic praxis.

Avi Bernstein

TH 590 Awakening Soul Through Storytelling (F: 1)

See course description under the Institute of Religious Education and Pastoral Ministry.

John Shea

TH 591 Work and Love as a Spiritual Path (F: 1)

See course description under the Institute of Religious Education and Pastoral Ministry.

John Shea

TH 592 Aging and the Possibilities of Spiritual Development (F: 1)

See course description under the Institute of Religious Education and Pastoral Ministry.

John Shea

TH 600 Leadership and the Practice of Ministry (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Ann F. Morgan

TH 605 Theology and Pastoral Practice: Integrative Colloquium (F: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Claire E. Lowery

TH 628 Liturgy of the Church: The People's Work in Communion with God (F: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Bruce T. Morrill

TH 639 Leadership in Ministry Seminar Series (F, S: 1)

See course description under the Institute of Religious Education and Pastoral Ministry.

Institute Faculty

TH 640 Pastoral Core: Death and Dying (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Kathleen Gallivan

TH 644 Foundations of Pastoral Theology (F: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen M. Griffith

TH 659 Spirituality, Imagination, and the Biblical Jubilee (S: 1)

See course description under the Institute of Religious Education and Pastoral Ministry.

Maria Harris

TH 707 Psychological Foundations for Pastoral Counseling (F: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael St. Clair

TH 708 Ministry to the Troubled Personality (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael St. Clair

TH 717 Educating Christians: Past, Present, and Future (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas H. Groome

TH 730 Discernment: Holistic Formation for the Practice of Ministry (F, S: 1)

See course description under the Institute of Religious Education and Pastoral Ministry.

Institute Faculty

TH 739 Christology (F: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Paul Ritt

TH 758 Augustine "On the Trinity" (F: 3)

Certainly the least familiar, but arguably the most profound, of the acknowledged masterpieces of Augustine of Hippo—psychologically more sophisticated than the *Confessions*, philosophically more speculative than the *City of God*. A reading of the entire treatise, and a close explication of texts of major sections, in relation to the history of Christian doctrine preceding and following it will be done. No language requirement (but Latin welcome).

Jaroslav Pelikan

TH 764 Ministering in Church and Society: Theological and Psychological Perspectives (F: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Marianne Confoy

TH 766 Theology of Christian Initiation (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Bruce T. Morrill

TH 775 Nietzsche: Resource and Challenge for Theology (S: 3)

This seminar proposes to examine the major works of Friedrich Nietzsche in their organic development and interrelations in order to determine both the resources and the issues they pose to contemporary theology.

Michael Buckley, S.J.

Michael Himes

TH 785 Theology, Spirituality and the Body (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 795 Introduction to Catholic Systematic Theology I (F: 3)

(Formerly TH 856 Systematic Theology II)

The aim of the seminar is to introduce us to the three major transpositions constituting Catholic Systematic Theology. Typically, each of these transpositions are spread over centuries. Hence, this can be no more than an introduction. There is the transposition from Biblical to Doctrinal theology operative in the works of Athanasius and Augustine. There is the transposition from Doctrinal to Systematic theology present in the works of Anselm and Aquinas. Finally, there is the transposition from Systematic to Historical theology in the works of Bernard Lonergan and Karl Rahner. This Seminar will study the works of Athanasius, Augustine, Aquinas, and Bernard Lonergan.

Matthew L. Lamb

TH 796 Catholic Systematic Theology II (S: 3)

(Formerly titled TH 855 Systematic Theology I) A seminar exploring the theology of Karl Rahner to appreciate the perennial task of systematic theology: the articulation of the Christian faith as an organic whole, drawing upon the privileged sources of scripture and tradition, and dialoguing with the questions and concerns of the contemporary context. Basic texts will be Rahner's *Foundations of Christian Faith* and *The Content of Faith*.

Robert Imbelli

TH 816 (ED 539) Shoring Faith in Religious Education and Pastoral Ministry (F: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas H. Groome

TH 819 Teaching, Ministry, and the Religious Imagination (S: 1)

See course description under the Institute of Religious Education and Pastoral Ministry.

Maria Harris

TH 820 A Spirituality of Discernment (F, S: 1)

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 826 Introduction to the Old Testament (F: 3)

A survey of the religious, literary, and political history of ancient Israel as it is contained in the Old Testament using the methods and results of modern critical biblical scholarship.

The Department

TH 827 Introduction to the New Testament (S: 3)

Historical, sociological, and literary methods are introduced, evaluated, and applied to canonical

texts. Special attention is given to issues of unity/diversity in early Christian thought, and the relevance of Scripture to modern faith.

Anthony J. Saldarini

TH 829 Ethics of Sex and Gender (S: 3)

This course will focus on twentieth century debates, including some biblical background, historical development, and cross-cultural context. Key concerns will be gender equality, and whether bodily experience and behavioral norms are natural or constructed. Specific topics to consider are contraception, parenthood, marriage and family, homosexuality, and reproductive technologies.

Lisa Sowle Cabill

TH 830 The Praxis of Religious Education (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas H. Groome

TH 832 Trinitarian Missions and the Human Good (S: 3)

This course will depart from the Missions of the Trinity to explore the dynamics of the Christian conversation as it develops in the life, belief, and thinking of Christians. Christian faith is intrinsically related to the concrete outcome of human acts of knowing, deciding, and acting (the human good) as conversational; both as setting concrete conditions for human conversations as broken-down, thwarted, or unable to occur (redemption), and as attracting and drawing human beings into the epitome of conversation that is the Trinity.

Frederick Lawrence

TH 838 (SW 830) Social Work and Pastoral Ministry Seminar: Toward Social Transformation (S: 3)

See course description under the Institute of Religious Education and Pastoral Ministry.

Maureen O'Brien

Hugo Kamya

TH 853 The Political Theology of St. Augustine and St. Thomas Aquinas (S: 3)

The main focus of this seminar will show how the political theologies of Augustine and Aquinas depend upon a proper understanding of the classical three ways of living, and derive from their analyses of theological and philosophical wisdom. Most of the seminar will be a study of Augustine's masterful *De Civitate Dei*. It will conclude with readings from Aquinas indicating how he transposed Augustine's work by integrating it within the categories coming from Aristotle. A reading knowledge of Latin is strongly recommended.

Matthew L. Lamb

TH 854 St. Augustine's *De Trinitate* (F: 3)

The purpose of this seminar is to study St. Augustine's *De Trinitate* as the apex of Augustine's work. This work is the apex of Augustine's theology and sets out in detail his theological investigation of an immaterial image of the Trinity. Our study is primarily foundational, indicating how St. Augustine developed analogy as different from metaphor. A reading knowledge of Latin is highly recommended.

Matthew L. Lamb

TH 861 Boethius "The Consolation of Philosophy" (S: 3)

Perhaps the most universally admired work to come from the patristic period, "The Consolation of Philosophy," by "the last Roman and first scho-

lastic," is addressed to the perennial questions of suffering and evil, providence and fate, dealing with them on the basis of reason and faith in God—but with no explicit reference to Christian revelation. A reading of the entire treatise, with a consideration of its philosophical and literary sources. No language requirement (but Latin welcome).

Jaroslav Pelikan

TH 865 Tübingen Theology and the Twenty-First Century (F: 3)

This seminar will examine some principal themes in the work of the members of the Catholic Tübingen school (J.S. Drey, J.A. Möhler, et al.) and related theologians of the nineteenth century. This will be done through readings from these theologians and from the perspective of the papers presented at a conference on their work, which will be held at Boston College in September 1996.

Donald Dietrich

Michael Himes

TH 880 Psychotherapy and Spirituality (S: 3)

Prerequisite: Permission of instructor

This course explores the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy, as well as in the practice of pastoral counseling and spiritual direction. Among the questions we will consider are these: How might we adequately name and work with a spiritual dimension within secular psychotherapy? What distinctions are useful to draw between spiritual direction and psychotherapy? What attention to psychological process and dynamics is required in responsible spiritual direction? Participation is particularly encouraged by Social Work graduate students as well as masters' students in Counseling Psychology, spiritual formation, and pastoral care.

John McDargh

TH 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

TH 898 Theology as System (F: 3)

The notion of theology as *system* will be explored using primary works by such theologians as John of Damascus, Thomas Aquinas, Jan Lochman, John Calvin, Karl Rahner, and Friedrich Schleiermacher. Seminar presentations will focus on the nature, interconnection, sources, norms, and intelligibility of Christian doctrines. Considerable reading of a certain kind is required.

Charles Heffling

TH 899 Readings and Research (F, S: 3)

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member. The professor's written consent, on a form obtained from the department, must be secured prior to registration.

The Department

TH 983 Second Year Graduate Colloquium (S: 3)

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their second year of residency. All second-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

The Department

TH 990 First Year Graduate Colloquium (S: 3)

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

The Department

TH 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

TH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

GRADUATE SCHOOL OF EDUCATION

The mission of the Graduate School of Education is to prepare professionals and academics to make contributions to the knowledge base of their fields and to serve others in education and human services professions. The faculty of the Graduate School of Education is committed to research and professional preparation that is based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes. The Graduate School of Education is divided into two departments. The Department of Curriculum, Administration, and Special Education (CASE) houses the programs that prepare individuals for roles as educators and administrators in higher education and school settings. The Department of Counseling, Developmental Psychology, and Research Methods (CDPRM) houses the programs that prepare individuals for professions in applied psychology (Counseling, Educational, and Developmental Psychology) and in Research, Measurement, and Evaluation.



NATIONAL RANKING

The *U. S. News and World Report's* annual survey of graduate schools includes graduate schools of education. The Boston College Graduate School of Education is ranked 17th in the nation of the 223 graduate schools of education selected for the survey. This distinction was achieved through the reputation of the school among scholars and practitioners in the field and the academic vitality of its faculty and students. The survey is reported in the March 18, 1996, *U.S. News and World Report* issue. The Graduate School of Education has a national reputation for preparing students to contribute to ethical and reflective practice in the fields of education and human services.

POLICIES AND PROCEDURES

Admission

Information about admission may be obtained by writing to the Office of Graduate Admissions, Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02167, by calling the Office of Graduate Admissions, 617-552-4214, or by E-mail at the following address: RIORDANA@hermes.bc.edu.

The Boston College Graduate School of Education admits students without regard to race, ethnicity, religion, age, sex, sexual orientation,

marital or parental status, national origin, veteran status, or disability. The school welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Graduate School of Education by an admissions committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a non-degree or Special Student. Please consult the Graduate School of Education Admissions Bulletin for complete information.

Official notification of admission is made by a written announcement from the Graduate School of Education. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$200.00 by the date stipulated in the Admissions letter. The deposit is applied to tuition costs for the first semester of study.

Deferral of Admission

Admission may be deferred for up to one year. In order to qualify for deferral, the student must notify, in writing, the Office of Graduate Admissions. Deferred admissions must be requested in writing and must be approved by the program faculty and the Graduate School of Education ad-

ministration. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, we require that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$200. This will hold a space in the following year's class. This deposit is credited toward the first semester of study.

Because of the volume of applications received each year by the Graduate School of Education, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests for program admission information and send their completed application to the Office of Graduate Admissions, Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02167. All foreign student applicants for whom English is not a first language should take the TOEFL (Test of English as a Foreign Language) examination and indicate that their score be forwarded to the Graduate School of Education by the Educational Testing Service (Box 955, Princeton, New Jersey 08540 or 1947 Center Street, Berkeley, California 94794). Ordinarily a minimum score of 550 on this examination is expected by the Graduate School of Education. Information about this examination can be obtained from the Educational Testing Service, Princeton, N.J.

Special Student (Non-degree status)

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Special Student. Many individuals choose Special Student status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those who are taking courses for professional development are school counselors, teachers, administrators, and psychologists who are taking classes as a means of acquiring professional development points or continuing education units.

A formal Special Student application, including official academic (graduate and undergraduate) transcripts, must be completed and sent to the Office of Graduate Admissions, Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02167, prior to registration for classes. The transcript must be received by the first week of classes. Registration will not be permitted if the application is not complete.

Although there is no limit on the number of courses a Special Student may take outside his or her degree program, no more than four

(12 semester hours) courses, if appropriate, may be applied toward a degree program in the Graduate School of Education. Courses taken as a Special Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Special Students. Professional course work associated with teacher certification or counseling psychology licensure (including practicum course work) is reserved for degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester in order to maintain class size. A listing of restricted courses is available in the Office of Graduate Admissions each semester.

Teachers and counselors who have been awarded course vouchers for service to Boston College are not required to apply as Special Students but should submit their vouchers with the Cooperating Professionals Form to the Office of Graduate Admissions.

Financial Aid

For a full description of available financial aid, please refer to the University section of this catalog. A variety of fellowships, assistantships, grant funding, and awards are available to students in Master's and doctoral programs in the School of Education. Graduate assistantships, particularly for students pursuing doctoral programs, are perhaps the most common forms of aid. However, several other aid programs are specifically designed for students in education.

The *M.A. program in Mental Health Counseling* provides partial tuition scholarship.

The *Donovan Teaching Scholars* program provides partial tuition scholarship for students in any teacher certification program who are especially interested in teaching in urban settings. The program was created in honor of Rev. Charles F. Donovan, S.J., founding Dean of the School of Education, whose concern for excellence in scholarship and teaching formed the basis of the Boston College tradition of teacher preparation.

The *TEAM Award* is a scholarship program that offers varying amounts of tuition remission to academically talented American minority students pursuing graduate programs that prepare them for professions in the schools. Some scholarship recipients are new to the profession, while others are veteran professionals with extensive histories of service to schools. The program began in 1990 to address the critical shortage of African-American, Hispanic, Asian, and Native American (AHANA) school professionals in the nation.

Some Graduate School of Education students are also eligible to compete for several full-tuition fellowships with generous stipends and tuition remission, specifically for American AHANA students in doctoral programs.

The *Administrative Fellows in Higher Education* Program provides financial assistance to qualified students, mainly at the doctoral level, who are enrolled in Higher Education. These fellowships include a stipend and tuition remission, and the

opportunity to work closely with a senior administrator at Boston College. Information and applications are available to Higher Education doctoral and Master's applicants from the Office of Graduate Admissions.

Financial aid is also available in some Special Education programs through paid experiences in schools or through federal grant support.

Applications mailed from the Graduate Admissions Office in the School of Education include a special application for *graduate assistantships*. This application should be returned with the admissions application and a resume, and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is placed in a central holding file in the student's department office. Students are contacted if their application for an assistantship has been selected. Graduate assistantships are a combination of tuition scholarship and stipend.

Current students seeking *graduate assistantships* should apply through their department office. The Curriculum, Administration, and Special Education Office is located in Campion 209, and the Counseling, Developmental Psychology, and Research Methods Office is located in Campion 309. Current students must apply for graduate assistantships by March 15 of each year.

Students With Disabilities

It is the goal of the Graduate School of Education to successfully prepare for the receipt of a degree and state certification or licensure any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate handicapped persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek certification or licensure so long as such accommodation does not result in waiver of competencies required for graduation, certification, or licensure.

Certification, Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Graduate School of Education have been designed to comply with current standards leading to professional certification for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate Certification Compact (ICC), a Program of Study preparing for educator certification in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for certification in most other states. Certification is granted by the state, and requirements for certification and licensure are subject to change by the state. Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to certification in a given state. The Office of Professional Practicum Experiences, Campion 135, can help with most

teacher, administrator, and school counselor certification questions.

The doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. Degree programs in Counseling Psychology provide many of the professional education prerequisites for licensure in most states, including Massachusetts. The M.A. in Mental Health Counseling leads to licensure in many states, and the M.A. in School Counseling leads to certification in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure or certification to ascertain those requirements. The Office of Professional Practicum Experiences can help with questions about licensure in counseling at the Master's and doctoral level.

Student Teaching Abroad

International student teaching opportunities are available for students in teacher preparation programs in the Graduate School of Education. Placements are available in England, Scotland, Switzerland, France, Ireland, Spain, and the Netherlands. In addition, there are placement opportunities on Native American Reservations in Arizona.

DEGREE PROGRAMS

The Graduate School of Education offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., and Ph.D. degrees. Graduate programs serve a dual purpose: (1) research—preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic quantitative and qualitative research methodologies; and (2) practice—preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

DOCTORAL DEGREE PROGRAMS

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. The Ph.D. is granted in the Graduate School of Education in the following areas: Counseling Psychology, Developmental/Educational Psychology, Curriculum and Instruction, Educational Administration, Educational Research, Measurement and Evaluation, and Higher Education. A formal doctoral Program of Study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. See the following descriptions for information about specific programs in the two departments in the Graduate School. Usually, students possess a Master's degree at the time of their admission to doctoral studies. Up to 30 graduate course credits earned for the Master's may be applied toward this minimum of 84. No more than 6 graduate course credits with grades of B or better, earned outside Boston College, and ap-

proved by the program director and Associate Dean, may be transferred and applied to the Ph.D.

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The doctoral Program of Study should be designed by the student in consultation with his or her advisor during the first semester of course work, and a formal Program of Study filed in the department and with the Office of the Associate Dean.

Doctoral students in the Graduate School of Education, in addition to course work, complete comprehensive exams, pass a computer competency requirement, are admitted to doctoral candidacy, and complete a doctoral dissertation.

Program of Study

Students are responsible for filing a Program of Study with their advisor, the Department Chairperson, and the Associate Dean during the first or second semester of their studies. Prior to graduation, the Program of Study is compared with the student's transcript. The program must be completed in order for a degree to be conferred. A major field of concentration consisting of at least 54 graduate course credits must be included in the Program of Study. One or two minor fields of concentration may be included, at least 9-12 graduate course credits constitute a minor. Six credits of dissertation related course work are required (customarily Dissertation Seminar and Dissertation Direction).

The "Research Sequence" on the doctoral Program of Study form lists the specific requirements. This form may be obtained in the Office of the Associate Dean. The Program of Study form for Counseling Psychology students is available in the Counseling, Developmental Psychology, and Research Methods (CDPRM) Department, Campion 309.

Doctoral Handbook

Upon matriculation, all doctoral students must obtain a copy and assume responsibility for the contents of the Doctoral Handbook available at the Office of the Associate Dean. The Handbook contains essential information regarding all procedures to be followed within the doctoral program. Students should also consult the specific program handbook available in the department offices.

Residence

The goal of the residency requirement is to insure that a doctoral student experiences total immersion in the scholarly community of the university. Residence is defined as two consecutive semesters of one academic year during which the student is registered as a full-time student (four courses per semester) at the university. Doctoral students in Counseling Psychology are required to complete three years of full-time residency. A plan of studies that meets the residency requirement must be arranged by the student with the department. Students who hold graduate assistantships fulfill the residency requirement with two courses per semester for two consecutive semesters. The residency requirement is not satisfied by Summer Session attendance.

Computer Competency Requirement

Students must demonstrate competence in the use of computers. The form that documents such competence is available from Campion 101, and both department offices.

Comprehensive Examinations

Doctoral students are required to complete a comprehensive examination. The comprehensive examination is administered by the student's program faculty, and the student should consult with the faculty in each specific program regarding comprehensive examination requirements. Normally comprehensive examinations are taken following the completion of course requirements. During the semester in which the student is taking the comprehensive examination, he/she should register for Doctoral Comprehensives, ED/PY 998. No course credit is granted for Doctoral Comprehensives registration. Student eligibility to take the doctoral comprehensive examination is determined by program faculty and the Department Chairperson. The following grades are assigned to comprehensive examinations: Pass With Distinction (PwD), Pass (P), and Fail (F). One of these three grades is recorded on the student's transcript. Generally within two weeks following the scoring of the examination, the Office of the Associate Dean will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again, not sooner than the following semester, and at a time designated by the department. In the case of a second failure, no further attempt is allowed.

Admission to Candidacy

The student who has passed the comprehensive examination and satisfied all requirements except the dissertation attains the status of "Doctoral Candidate." Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Ethical Research with Human Subjects Review

Students in the Graduate School of Education who are completing research, including their doctoral dissertation, are required to complete the Human Subjects Research Review form available from the Office of the Associate Dean. Students are required to submit this form with any research they conduct. The form is reviewed by the Human Subjects Ethical Research Review Committee. Following a review, the student is sent a letter approving the research or delineating the changes that the student must make to conform with the ethical guidelines for research with human participants. Students should consult the Ethical Principles of the American Psychological Association and the American Educational Research Association before completing their research design.

Dissertation

Each doctoral candidate is required to complete a dissertation that is the result of original and independent research and demonstrates advanced scholarly achievement. The subject of the dissertation and the members of the doctoral dissertation committee must be approved by the Office of the Associate Dean and the faculty dissertation committee. The research is performed under the

direction of a faculty member who serves as chairperson of the dissertation, as well as at least two readers. The dissertation manuscript must be prepared according to the style and requirements of the Graduate School of Education. Information on these requirements is available in the department offices and the Office of the Associate Dean.

Acceptance of the Dissertation

After a student has been admitted to candidacy, a dissertation committee, approved by the Associate Dean, judges the substantive merit of the dissertation. The dissertation committee includes the major faculty advisor as Chairperson, and at least two additional members of the Graduate School of Education or others qualified as readers.

The dissertation is defended by the candidate in a public oral examination.

Official approval by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Office of the Associate Dean. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Doctoral candidates should report to the Office of the Associate Dean by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures. Students should consult the University calendar for deadlines relevant to graduation.

Time Limit and Leave of Absence

All requirements for the doctoral degree must be completed within eight consecutive years from the beginning of the doctoral studies. Extension beyond this limit may be made only with the prior approval of the Office of the Associate Dean. Students enrolled in a degree program who do not register for course work, Dissertation Direction, Doctoral Comprehensives, or Doctoral Continuation in any given semester must request a leave of absence for that semester. Leaves of absence are usually not granted for more than two semesters at a time. For approval, students must obtain a *Leave of Absence Form* from the Office of the Associate Dean. Leave time normally is not considered a portion of the total time allotted for the degree completion. Students must file a *Readmission Form* with the Office of the Associate Dean at least six weeks prior to the semester in which they expect to reenroll.

CERTIFICATE OF ADVANCED EDUCATIONAL SPECIALIZATION (C.A.E.S.)

A Certificate of Advanced Educational Specialization (C.A.E.S.) is a terminal degree available in selected areas of study, providing students with opportunities to build on prior graduate work. The C.A.E.S. involves a planned Program of Study consisting of at least 30 credit hours beyond the Master's degree. Comprehensive examinations are required. Programs of study should be

GRADUATE SCHOOL OF EDUCATION PROGRAM AND DEGREE OFFERINGS							
	M.A.	M.Ed.	M.A.T.	M.S.T.	C.A.E.S.	PH.D.	D.ED.
Department of Counseling, Developmental Psychology and Research Methods (CDPRM)							
Counseling Psychology	✓					✓	
Developmental & Educational Psychology	✓				✓	✓	
Educational Research, Measurement & Evaluation		✓				✓	
Early Childhood Education	✓	✓					
Department of Curriculum, Instruction and Special Education (CASE)							
Elementary Education		✓					
Secondary Education		✓	✓	✓			
Reading Specialist		✓			✓		
Low Incidence Special Needs (Intensive/Severe Special Needs, Visual Impairments, Deaf-Blind, and Multiple Disabilities)		✓					
Moderate Special Needs		✓			✓		
Curriculum & Instruction		✓			✓	✓	
School Administration		✓			✓	✓	✓(PSAP)
Catholic School Leadership		✓			✓		
Higher Education Administration	✓					✓	

planned with appropriate program coordinators and must be completed within five years.

MASTER'S DEGREE PROGRAMS

Candidates for the Master's degree must be graduates of an accredited college or university. In very rare cases, based upon an applicant's academic record or test scores, acceptance may be conditional with the approval of the Associate Dean. Students admitted conditionally are evaluated by the department and recommended to the Associate Dean for approval after the first semester of course work, or after earning a minimum of six credits. Students who have met their condition are notified of this in writing. Students who have not met their condition are not matriculated into the program.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the areas of Early Childhood Teaching, Elementary Teaching, Secondary Teaching, Educational Research, Measurement and Evaluation, Reading/Literacy Specialization, Curriculum and Instruction, School Administration, including Catholic School Leadership and Special Education (Moderate Special Needs or Low Incidence Disabilities). Low Incidence Special Needs students may

further specialize in visually impaired studies, deaf-blind/multihandicapped studies, or severe/intensive special needs. Areas of specialization are detailed in the program descriptions below. Middle School certification is possible and primarily available to Secondary Education students. Students seeking this level of certification should consult the program advisor for Secondary Education, or the Office of the Assistant Dean.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major or minor in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or certification.

Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, Latin and Classical Humanities, History, Mathematics, French, and

Spanish. Programs are described under the section on programs in Curriculum, Administration and Special Education (CASE).

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the areas of Counseling, Developmental/Educational Psychology, Early Childhood Specialist, and Higher Education. These programs are described in the section on programs in Counseling, Developmental Psychology and Research Methods (CDPRM), and Curriculum, Administration and Special Education (CASE).

Course Credit

A minimum of thirty graduate credits is required for a Master's degree. Specific programs may require more than this number. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the School, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for in the Office of the Associate Dean.

In the first semester of matriculation, students must complete a Program of Study in consultation with the student's advisor. Program of Study

forms are available from program advisors or in the department offices. These forms must be approved and filed in the department and the Office of the Associate Dean.

Master's Comprehensive Examination

A candidate for a Master's degree in the Graduate School of Education must pass a comprehensive examination. The nature and content of the examination are determined by the program faculty. Each candidate should consult with his or her major program faculty to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place with the individual department (Campion 211 or Campion 309). The following grading scale is used: Pass With Distinction (PwD), Pass (P), and Fail (F). Generally, within two weeks, notifications of examination results are sent to the Registrar's Office and the individual student. A candidate who fails the Master's comprehensive examination may take it only one more time. Students who have completed their course work should register for ED/PY 888 Master's Comprehensives each semester until they complete their examination. Only the registration fee and the activity fee are charged during this period. No credit is granted. Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of education.

Time Limit and Leave of Absence for Master's Students

A student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with written approval of the Associate Dean. Students must apply for a leave of absence for the semester in which they are not registered for course work or for ED/PY 888 Master's Comprehensives. Leaves of absence are not normally granted for more than two semesters at a time. Students may obtain the *Leave of Absence Form* from the Office of the Associate Dean. A leave of absence usually does not affect the total time limit for the attainment of the degree. Students must file the *Readmission Form* with the Office of the Associate Dean at least six weeks prior to the semester in which they expect to reenroll.

Ethical Review of Research with Human Subjects

Students conducting research with human subjects are required to fill out the form for Ethical Review of Human Subjects as described in the previous section under *Doctoral Degree Programs*.

Fifth Year Programs

Academically superior students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's degree and a Master's degree in five years. The Master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the Master's program. None of the 38 courses required for the Bachelor's degree can be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that

governs the recording and awarding of degrees. Therefore, the Fifth Year Programs are comprised of graduate courses above and beyond the 38 three-credit courses that must be completed in order to fulfill the Bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth Year Programs are available in various areas including Reading; Elementary, Early Childhood or Secondary Education; Moderate Special Needs; Intensive Special Needs; Low Incidence Disabilities, including visually impaired studies, deaf/blind/multihandicapped studies, or severe/intensive special needs. Higher Education, Educational Research Measurement and Evaluation, and Developmental and Educational Psychology are also available. At present, there is limited federal financial assistance for some graduate programs in Special Education.

Students interested in a Fifth Year Program should consult with the appropriate program coordinator early in their junior year. Without proper advisement, and early acceptance into a Master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work joint Master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year.

ACADEMIC REGULATIONS

Academic Integrity

Students in the Graduate School of Education are expected to have the highest standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the Graduate School of Education. Cases involving departure from standards of academic integrity, ethical professional conduct, or ethical research shall be referred to the Associate Dean for adjudication. Students are expected to conform with the American Psychological Association's Ethical Principles and the Principles of the American Educational Research Association in their research and professional practice. Documents describing these principles are available in the Office of the Associate Dean.

Grades

In each graduate course in which a student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, or I. The high passing grade of A is awarded for superior work. The ordinary passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory. Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C

in two courses (six semester hours) or a grade of F in an elective course (three semester hours) may be reviewed by the Academic Standards Committee and put on academic probation. A subsequent grade of C or F in an elective course may be grounds for dismissal from the School. A grade of F in a required course may be grounds for review by the Academic Standards Committee and possible dismissal from the Graduate School of Education.

Courses at the graduate level that are taken on a Pass/Fail basis are generally not applied to a graduate program. Application of Pass/Fail grades to a graduate program requires approval of the Associate Dean.

Deferred Grades

A faculty member may assign a grade of J for courses that continue beyond the normal semester period. Such courses may include *Internship*, *Dissertation Direction*, and *Student Teaching*.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for the course may, with adequate reason and the permission of the faculty member, receive an I (Incomplete). A grade of I standing for more than four months may turn to a grade of F, and a student's financial aid may be jeopardized. Students with graduate assistantships may not carry any incompletes.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request a transfer of credit of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better and which have not been applied to a prior degree will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. *Transfer of Credit Forms*, which are available from the Registrar's Office, should be submitted, together with an official transcript, directly to the student's advisor and the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School of Education and have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise. In order to apply to the Program of Study, courses must be approved by the advisor.

Graduation

Students should consult the University section of this catalog for information on graduation. Students must register for graduation and complete all requirements for the degree by the date established in the University calendar.

CENTER FOR THE STUDY OF TESTING, EVALUATION AND EDUCATIONAL POLICY (CSTEED)

The School of Education at Boston College houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEED), a university-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education. In the past decade, CSTEED has been involved in the most critical areas of educational reform, particularly in assessment issues which address the fairness of testing in culturally and economically diverse populations.

In a research project funded by the National Science Foundation, CSTEED conducted a study of the impact of mandated testing programs on curriculum and instruction in elementary and secondary math and science education. The research revealed that standardized mathematics and science tests and those which accompany text books "fall far short of the current standard recommended by math and science curriculum experts."

Housed in CSTEED is the TIMSS International Study Center. TIMSS is the Third International Mathematics and Science Study, sponsored by the International Association for the Evaluation of Educational Achievement (IEA). The TIMSS project is designed to measure and interpret differences in national educational systems in order to improve the teaching and learning of mathematics and science worldwide. The study will inform educators and policy makers of the relationships between mathematics and science as they are intended for learning, as they are taught, and as they are learned.

CSTEED is also involved with Bolt, Beranek, and Newman, Inc., on a project to help develop and design a model for a new generation of American schools, under a multimillion-dollar grant from the New American Schools Development Corporation. The Co-NECT (Cooperative Networked Educational Community for Tomorrow) team will help local school systems design and build the capacity to manage their own high-performance learning communities, dedicated to fostering the greatest possible intellectual growth, social and moral development, and physical well-being of all community members.

CENTER FOR INTERNATIONAL HIGHER EDUCATION

Established in 1995, the Center is a research and service agency providing information and a sense of community to colleges and universities worldwide. The main focus of the Center is on academic institutions in the Jesuit tradition, but other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World. Center activities include the publication of a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international data base of administrators, policy makers, and researchers in the field of

higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other universities worldwide are occasionally in residence at the Center. The Center For International Jesuit Higher Education works closely with the Higher Education program. It also brings to the School of Education an international consciousness and focus.

NATIONAL URBAN LEAGUE EDUCATION DIVISION AT BOSTON COLLEGE

Since its inception in 1910, the National Urban League has been at the forefront of advocacy and service delivery for African-Americans in the United States. Headquartered in New York City, the National Urban League has charted 114 affiliates located in 34 states and the District of Columbia. The mission of the National Urban League is to assist African-Americans and people of color in the achievement of social, economic, and educational equity.

In 1986, the National Urban League and Urban League affiliates launched an Education Initiative, in response to well documented research about the educational crisis among African-American and Latino students. Effective parent involvement underscores all projects of the Education Initiative. The National Urban League believes it is important for parents to be involved in their children's education by providing effective and appropriate instruction at home, and by expecting teachers and schools to provide the same quality instruction. National Urban League programs enable parents to influence what is happening in the schools and to become more effective participants in their child's education at home. Through the Education Initiative, parents are mobilized to become advocates for quality education, not only for their own children but for all children in their communities.

While some National Urban League education staff work out of the national offices in New York, the National Urban League's Education Division has been recently headquartered at the Boston College Graduate School of Education. The two institutions are working together to support the Education Initiative, continuing present projects, and implementing new ones. This collaboration will significantly increase the capacity of both institutions to serve more effectively as catalysts for reforming urban schools.

PROGRAMS IN COUNSELING, DEVELOPMENTAL PSYCHOLOGY AND RESEARCH METHODS (CDPRM)

Department Chairperson: *Dr. Peter Airasian*

Details of the available graduate programs in this area are provided in the descriptions that follow and in the handbooks available in the CDPRM office.

Programs in Counseling Psychology

Program Director: *Dr. Maureen Kenny*

Programs in Counseling Psychology have as a mission the preparation of counselors at the Master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school

health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

Master of Arts in Counseling

Program Coordinator: *Dr. James Mahalik*

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 48 semester hour program, and the School Counselor sequence is a 36 semester hour program. The first year of both sequences is devoted to course work. It is recommended, though not required, that persons selecting the Mental Health Counselor sequence enroll in Summer Session classes offered by the program between their first and second years to complete their degree program in the two-year time period. The second year of the program includes a full-year half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students, and a full-year practicum placement and the completion of remaining academic requirements for School Counselor students.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their Master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The *Mental Health Counselor* sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the State of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The *School Counselor* sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), the National Council for Accreditation of Teacher Education (NCATE), and the Massachusetts Department of Education. This sequence is designed to meet the educational requirements for certification as a school counselor in the state of Massachusetts and other states accepting ICC and NCATE approvals. Certification is granted by the State Department of Education and requirements are subject to change by the state.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (Grades Pre-K-9) or the middle/high school track (Grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

In their second year of the M.A. program in Counseling, students spend two semesters working half-time in a field placement. The field placement usually requires two to three days per week during regular work hours. Students unable to meet this requirement should not apply to the program. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students spend the required pre-practicum and practicum (1125 hours) in field placements that must be in a comprehensive school system. There are no waivers or exceptions to the above.

The list of specific courses required for each sequence is available in the CDPRM department office. The deadline for application is February 1.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

Program Director of Training: *Dr. Maureen Kenny*

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships. The doctoral program is designed to meet eligibility requirements for licensure as a psychologist and to develop a commitment on the part of the student to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences.

Doctoral applicants are required to have a Master's degree in Counseling or a closely related field, with a completed core program commensurate to our Master's counseling sequence, including a minimum of 400 clock hours of supervised counseling practicum. The doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a coun-

seling psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The deadline for completed applications for fall admission in Counseling Psychology is January 1 of that year. Admission decisions are made by April 15.

The entering doctoral student who has not completed all of the requirements for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: Scientific and Professional Ethics and Standards, Research Design and Methodology, Statistical Methods, Psychological Measurement, History and Systems of Psychology, Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases of Behavior, Individual Differences, and Professional Specialization.

During their first year, students should work with their advisors to complete a Program of Study that must be filed both with the Counseling Psychology department and with the Office of the Associate Dean.

The Ph.D. in Counseling Psychology requires five years of full-time academic study and advanced practica, including a year of full-time internship and the successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above. The doctoral handbook is available in the Counseling, Developmental Psychology and Research Methods office.

Programs in Developmental and Educational Psychology

Program Director: *Dr. Penny Hauser-Cram*

The theoretical orientation of the programs in Developmental and Educational Psychology is life span developmental psychology. The programs are designed to develop expertise in theory, research, and educational intervention with children, adolescents, and adults.

Three degrees are offered: the Master's degree in Developmental and Educational Psychology, the C.A.E.S. degree, and the Ph.D. in Developmental and Educational Psychology. See the CASE Department descriptions for the certification in Early Childhood program.

Master's Program in Developmental and Educational Psychology

Students in all Master's options must take PY 414 Learning: Theories, Research and Strategies and PY 416 Child Psychology as their core within the Program.

Developmental and Educational Psychology (M.A.) Option

Program Coordinator: *Dr. Thomas Bidell*

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research

in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure or certification. Those possessing a degree in this option are employed in a number of developmentally oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

Required Courses:

- PY 414 Learning: Theories, Research and Strategies
- PY 415 The Psychology of Adolescence
- PY 416 Child Psychology
- PY 417 Adult Psychology
- ED/PY 460 Interpretation and Evaluation of Research

The remaining 5 courses are electives, one chosen from a list of options in the program handbook, and four chosen from Education, Management, Psychology, or Social Work. The program is designed to give maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design a Program of Study that should be completed in the first semester of matriculation. A student handbook is available in the CDPRM office.

Early Childhood Specialist (M.A.) Option

Program Coordinator: *Dr. Beth Casey*

The Early Childhood Specialist option prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally, as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus. Students who are interested in working with children in day-care centers and nursery schools should select at least two methods courses as part of their program (ED 316, 615, 520, or 542).

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multi-discipline teams in research, government, and hospital settings. This program does not lead to certification. Those interested in certification should choose the Early Childhood Teacher option. A list of required courses is available from the CDPRM office.

An Early Childhood Teacher Certification Option (Pre-Kindergarten through Grade 3) is listed under programs in Curriculum, Administration and Special Education.

Doctoral Program (Ph.D.) in Developmental and Educational Psychology

Program Coordinator: *Dr. Penny Hauser-Cram*

The doctoral program in Developmental and Educational Psychology educates both researchers and practitioners. The program faculty are

committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in under served communities is a major focus. The faculty bring four areas of specialization to these central themes: (1) early childhood with a focus on the development of social competency and critical thinking skills; (2) cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; (3) ethical decision making and values and character formation, and (4) the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture. The range of careers available to Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development, individual differences, cognition and learning, cultural context of development, research methods, and statistics.

Courses that satisfy these requirements are listed in the doctoral handbook for Developmental and Educational Psychology available in the Counseling, Developmental Psychology and Research Methods office.

Programs in Educational Research, Measurement and Evaluation

Program Director: *Dr. Larry Ludlow*

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs and in quantitative research methodology for the social sciences and human services.

Master of Education (M.Ed.) in Education and Research Measurement and Evaluation

Program Coordinator: *Dr. Larry Ludlow*

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

Requirements:

ED/PY 460 Interpretation and Evaluation of Research

ED/PY 468 Introductory Statistics

ED/PY 469 Intermediate Statistics

At least three of the following should be taken:

ED/PY 462 Assessment and Test Construction

ED 466 Models of Curriculum and Program Evaluation

ED 467 Practical Aspects of Curriculum and Program Evaluation

ED/PY 565 Quantitative Data Collection Procedures: Theory and Practice

ED/PY 851 Qualitative Research Methods

• The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

Doctoral Program (Ph.D.) in Educational Research, Measurement and Evaluation

Program Coordinator: *Dr. Larry Ludlow*

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, and statistical analysis of data. Training and experience are provided in the use of computers in statistical analysis. Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Knowledge of a computer language is required of all students.

Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory.

Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may have a minor in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Requirements

In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following Core courses will usually be included in each program:

ED/PY 560 Seminar on Issues in Testing and Assessment

ED/PY 561 Seminar in Evaluation and Public Policy

ED/PY 601 Seminar in Statistical and Measurement Topics

ED/PY 664 Design of Experiments

ED/PY 667 Introduction to Multivariate Statistical Analysis

ED/PY 668 Topics in Multivariate Statistical Analysis

ED/PY 669 Psychometric Theory

ED/PY 829 Design of Research

ED/PY 851 Qualitative Research Methods

ED/PY 860 Survey Methods in Educational

and Social Research

ED/PY 861 Construction of Attitude and Opinion Questionnaires

ED/PY 960 Seminar in Educational Research and Measurement

PROGRAMS IN CURRICULUM, ADMINISTRATION AND SPECIAL EDUCATION (CASE)

Department Chairperson: *Dr. Lea McGee*

Programs in Curriculum, Administration, and Special Education (CASE) prepare educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of an advisor, with special consideration given to each student's career goals and any certification requirements that might exist for the position for which the student is preparing. Details of the available graduate programs in this area are provided in the descriptions that follow.

Areas of Concentration

Programs and courses in CASE are designed to prepare educators in the areas of elementary and secondary teaching, including early childhood and special education, and in the areas of school administration and higher education. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private. Boston College has earned a distinguished reputation for preparing outstanding teachers in theoretical and practical dimensions of instruction. Programs in Educational Administration prepare students for leadership or policy positions in school systems or other educational settings, and programs in Higher Education prepare students to assume administrative roles in post-secondary institutions. The Catholic School Leadership Program offers special opportunities for educators committed to Catholic Schools.

Certification

Boston College offers programs designed to prepare students for certification at the Master's, C.A.E.S., and Doctoral levels. A student seeking certification must be admitted as a degree candidate. Programs are approved by the Interstate Certification Compact (ICC) and the National Council for the Accreditation of Teacher Education (NCATE), allowing students easier access to certification outside Massachusetts.

Teacher preparation programs lead to Massachusetts provisional certification with advanced standing and standard certification. Certification regulations are set by the state and are subject to change. Students should carefully plan programs in consultation with the appropriate program advisor to ensure that degree requirements and certification requirements are both fulfilled. Students who plan to seek certification in states other than Massachusetts should check the certification requirements in those states.

Following is a list of certification areas and the Program Coordinator for each.

Early Childhood: *Dr. Beth Casey*

Elementary Teaching: *Dr. Michael Schiro*

Secondary Teaching: *Dr. John Savage*

Teacher of Students with Special Needs:

Dr. Alec Peck

Teacher of Students with Low Incidence Handicaps: *Dr. Richard Jackson*

Consulting Teacher of Reading: *Dr. Lea McGee*

Supervisor/Director: *Dr. Diaua Pullin*

School Principal/Assistant School Principal: *Dr. Diana Pullin*

Superintendent/Assistant Superintendent:

Dr. Diaua Pullin

Administrator of Special Education:

Dr. Diana Pullin

Practicum Experiences

Practicum experiences are an essential part of the curriculum in certification programs and should be planned with the respective program coordinator early in the student's program. Except for administrative certificates, all field experiences are arranged through the Office of Professional Practicum Experiences, and applications for all placements must be made during the semester preceding the one in which it is to occur. Application deadlines for full practica are March 15 for fall assignments and October 30 for spring assignments. Application deadlines for pre-practica are May 15 for fall placements and January 5 for spring placements.

Students seeking administrative certification as Supervisor/Director, School Principal/Assistant School Principal, Superintendent/Assistant Superintendent, and Administrator of Special Education complete their pre-practicum and practicum requirements under the supervision of the Office of Professional Practicum Experiences. These students, however, work closely with their faculty advisors in Educational Administration to apply for and arrange these field experiences. Students must meet with their faculty advisor prior to applying to the Office of Professional Practicum Experiences for a pre-practicum or practicum. Deadlines for application for educational administration students for pre-practicum registration are September 15 for fall semester registration and February 1 for spring semester registration. Deadline for application for educational administration students for practicum registration for the spring semester is February 1. All educational administration practicum students must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director.

The following are prerequisites for students who are applying for practica and clinical experiences:

- Grade Point Average of B or better, (3.0 or above);
- completion of required pre-practica or waiver from the Director of the Office of Professional Practicum Experiences;
- completion of 75% of the course work related to CORE Education courses;
- registration in the Office of Professional Practicum Experiences.

Field experiences for certification combine a provisional practicum and a clinical experience. The provisional practicum is normally taken in tandem with the clinical experience. Placement sites for field experiences are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these facilities. In addition to the local field sites, a limited number of placements in teaching are available in out-of-state and international settings, including a Native American Reservation in Arizona, Great Britain, Ireland, Switzerland, Spain, and France.

The Office of Professional Practicum Experiences arranges field placements only for students enrolled in good academic standing in teacher or administrator certification degree programs.

Curriculum, Administration and Special Education Programs in Teacher Education

Program Director: *Dr. Marilyn Cochran-Smith*

Details of available graduate programs in teacher education are provided in the descriptions that follow.

Master of Education (M.Ed.) in Early Childhood Education-Teacher Option

Program Coordinator: *Dr. Beth Casey*

The Master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. It leads to standard certification as an early childhood teacher under the state certification regulations (Massachusetts certification, level 1, grades PreK-3). This program is appropriate for students who wish to be prepared to teach normal and moderately handicapped children in regular settings, pre-kindergarten through third grade. Students can enter the program without teaching certification (selecting Combined Provisional/Standard Masters Program). Prerequisite for either program is a college degree with an arts and sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the admissions director or the program advisor to confirm certification eligibility.

Master of Education (M.Ed.) in Elementary Education

Program Coordinator: *Dr. Michael Schiro*

The Elementary Teaching program is designed for students who wish to teach in first through sixth grade. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a Bachelor's degree with a liberal arts and sciences or interdisciplinary major or the equivalent. The course of study for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the program advisor to ensure that both degree requirements and certification requirements are fulfilled.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Education

Program Coordinator: *Dr. John Savage*

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.) or a Master of Science in Teaching (M.S.T.). These degree programs lead to certification in one of the following disciplines: English, History, Biology, Chemistry, Biology (Earth Science), Physics, Math, French, Spanish, Latin, and Classical Humanities. Required education courses for M.Ed., M.A.T., and M.S.T. degrees in secondary education leading to Standard Certification are the following:

ED 438 Instruction of Students With Special Needs and Diverse Learners

PY 447 Applied Developmental Psychology/Adolescent

ED 435 Social Contexts of Education

ED 436 Curriculum Theories and Practice

ED 437 Clinical Seminar: Teacher As Researcher

ED 407 Secondary Curriculum and Instruction

ED 300-304 Methods (specific to area of certification)

In addition to required courses in the field of education, secondary education Master's degrees require a number of discipline courses taken in the Arts and Sciences department of specialization. M.Ed. students take a minimum of 2 courses, and M.A.T./M.S.T. students take 5 courses in their discipline area. All of the Masters programs leading to certification in secondary education contain field work and practicum experiences in addition to course work. Students select courses in the discipline area with an eye to certification requirements and areas of interest. Courses of study are carefully planned with a program advisor.

M.A.T./M.S.T. candidates must be accepted by both the School of Education and the Arts and Sciences department of their specialization. In some cases it may be possible to pursue an M.A.T./M.S.T. degree program leading only to Provisional Certification with Advanced Standing. This option must be approved by a program advisor.

Master of Education (M.Ed.)-Consulting Teacher of Reading

Program Coordinator: *Dr. Lea McGee*

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates to meet Massachusetts certification standards for Consulting Teacher of Reading. The program conforms to the guidelines of the International Reading Association.

The Program of Study consists of foundation courses, courses in language and literacy, and practica experiences as a consulting teacher of reading. A classroom teaching certificate is recommended for admission into the program and for certification as a consulting Teacher of Reading. Students should carefully plan programs in consultation with the program advisor to see that degree and certification requirements are met.

Master of Education (M.Ed.) in Curriculum and InstructionProgram Coordinator: *Dr. Michael Schiro*

The Master's degree program in Curriculum and Instruction consists of a planned program with a minimum of 30 graduate credit hours. Two basic courses are required:

ED 421 Instructional Theory

ED 720 Curriculum Theories and Philosophy

The remaining courses are planned in consultation with the advisor to meet each candidate's career goals and needs. Programs usually consist of course work and related experiences in issues in Curriculum and Instruction, program evaluation, and areas of academic specialization. Candidates have considerable flexibility in combining areas of study.

This degree program does not lead to certification.

Doctoral Program (Ph.D.) in Curriculum and InstructionProgram Coordinator: *Dr. Marilyn Cochran-Smith*

The specialty in Curriculum and Instruction is for people who currently fill, or plan to assume, instructional leadership roles in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry and analysis necessary in the design, implementation, and evaluation of curriculum and its relationship to schools and public policy. There is a complementary emphasis on designing strategies for effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum development or teacher preparation in a specific subject area.

The Program of Study requires a research core that will familiarize students with quantitative and qualitative research methodology, and develop the candidate's expertise for analyzing and conducting research. Beyond required advanced-level core courses in curriculum and instructional theory and practice, programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional development, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to their areas of specialization.

Master of Education (M.Ed.) in Special Education

The mission and purpose of programs in Special Education are the preparation of outstanding professionals to work with, or on behalf of, individuals with disabilities. Because programs in Special Education have been developed in conjunction with classroom teacher certification requirements, students complete course work that addresses professional standards common to all teachers, and

standards appropriate to each area of specialization.

The department offers two programs in Special Education: the Teacher of Students with Special Needs Program and the Low Incidence Disabilities Program.

Teacher of Students with Special Needs: Grades N-9 and 5-12Program Coordinator: *Dr. Alec Peck*

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become certified in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools. Entry into the program can be at one of three levels:

Level I: Students with no previous background in education complete a sequence of courses leading to certification in Early Childhood, Elementary or Secondary Education prior to doing the program in Special Education.

Level II: Students already certified in Early Childhood, Elementary or Secondary Education complete the requirements for Provisional and Standard certificates in Special Education. Through careful planning of course work, it is also possible to obtain the Standard certificate in the chosen area of regular education. Full-time students can usually complete the program in two semesters and two summers.

Level III: Students holding a Provisional certificate in regular and special education can complete a 30 credit hour program to obtain a Standard certificate. Programs are planned according to the student's experience and career goals.

Level IV: This is a non-certification option for students who do not need teaching certification.

Teacher of Students with Low Incidence Disabilities (Intensive/Severe Special Needs, Visual Impairments, and Deaf-Blind/Multiple Disabilities)Program Coordinator: *Dr. Richard Jackson*

Boston College prepares teachers to provide direct and consultative services to individuals, families, school personnel, and social service agencies across a wide array of educational options. Three program areas of emphasis are offered with the Low Incidence Disabilities Program: Educator of Students with Visual Impairments, Educator of Students with Severe/Intensive Special Needs, and Educator of Students who are Deaf-Blind or Multiply Disabled. The first two program options lead to the Master of Education degree and are designed to prepare students for Massachusetts Certification as a Teacher of Students with Visual Impairments and Teacher of Students with Intensive Special Needs respectively. The option in Deaf-Blindness/Multiple Disabilities may lead to either the M.Ed. or the

C.A.E.S. as it is designed to build upon the offerings in both the vision area and the severe/intensive area. This option also is designed to prepare students for Massachusetts Certification as a Teacher of Students with Intensive Needs. Persons interested should contact the program coordinator for additional information about the program and/or scholarships.

Educator of Students with Visual ImpairmentsProgram Coordinator: *Dr. Richard Jackson*

This program prepares teacher/consultants to work with, or on behalf of, blind or visually impaired children and youths with unique needs. Graduates provide support for the inclusion of learners with visual impairments in regular classrooms or other special educational settings. In some instances, direct instruction in Braille and/or use of adaptive technology is required. At other times, pre-teaching of instructional units to be covered in the regular classroom is necessary. Many times, co-teaching with regular education personnel is employed to demonstrate teaching techniques and instructional strategies that maximize the benefits of time spent with non-disabled peers. The program, which consists of specialty course work, advanced graduate course work, and multiple field experiences can be pursued on a full-time or part-time basis.

Educator of Students With Severe/Intensive Special NeedsProgram Coordinator: *Dr. Richard Jackson*

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts certification in Severe/Intensive Special Needs. Students may be enrolled on a full or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements may be completed within the work setting. The Program of Study expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Educator of Students with Deaf-Blindness and Multiple DisabilitiesProgram Coordinator: *Dr. Richard Jackson*

Graduates of this program are serving individuals with deaf-blindness in a variety of roles throughout the United States and other countries. Practical experiences working with learners with multiple disabilities and deaf-blindness are important components of this specialty. Students may choose a particular focus (e.g., infant stimulation, adolescence, pre-vocational, young children, etc.). Most students enter the specialty at one of two levels:

Level I: Students with no previous preparation in special education must complete a Program of Study to complete the requirements for certification as a Teacher of Students with Intensive Special Needs.

Level II: Students with undergraduate majors and certification in Intensive Special Needs can complete a 37-credit hour sequence for the M.Ed. degree.

Charles F. Donovan, S.J. Teaching Scholars Program

Program Coordinator: *Dr. Marilyn Cochran-Smith*

The Charles F. Donovan, S.J., Teaching Scholars Program is open to Master's students specifically interested in urban teaching and in making a contribution to underserved populations. In order to qualify for the program, students must be accepted into one of the Master of Education programs in teacher certification listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Low Incidence Special Needs Teaching. A cohort of thirty students is selected each year from students applying to a M.Ed. teacher certification program and to the Donovan Scholars through tuition remission credits.

Curriculum, Administration and Special Education Programs in Educational Administration

Program Director: *Dr. Diana Pullin*

The program in Educational Administration at Boston College's Graduate School of Education was created to address the era of change facing public and private elementary and secondary education. Educational leaders for the twenty-first century must be prepared to address the nationwide call for school reform and restructuring and a world of uncertain futures in which the role of schools and the nature of education is subject to continual and unpredictable change. The program is built upon a solid foundation of interdisciplinary theoretical and research-based knowledge used to inform practice and the use of practice to refine theoretical understanding.

The program in Educational Administration allows students to seek state certification and NCATE approval (Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education) in addition to completing a variety of degree programs. The program also offers one area of special concentration, the Catholic School Leadership Program (CSLP), which focuses on issues particular to teaching and administrative leadership in Catholic elementary and secondary schools. Admission to all degree programs requires a minimum of three years of employment in a school-based or equivalent alternative instructional setting.

Master of Education (M.Ed.) in Educational Administration

Program Coordinator: *Dr. Diana Pullin*

Educators with limited or no experience as administrators and those preparing for middle-level administrative positions in public or private elementary, middle, or secondary schools can participate in the Master's program in educational leadership. Most students who are admitted to the Master's program have little or no prior graduate study in educational administration.

Students seeking the M.Ed. take a core of foundational courses in educational administra-

tion (ED 450 Foundations of Education Administration; ED 451 Human Resource Administration; ED 618 Finance and Facilities Management; ED 619 Ethics and Equity; ED 705 Education Law and Policy), plus three credits each to meet distribution requirements in human development, curriculum and instruction, educational research and evaluation, and a course in the area of specialization or certification. For students seeking certification, there is a requirement of a course in the area of administrative specialization (ED 617 The Principalship or ED 656 Administration of Local School Systems), a one credit pre-practicum (ED 429 Pre-practicum), a three credit practicum (ED 620, 622, 623, or 801), and a three credit seminar accompanying the practicum (ED 626 Seminar in Educational Administration). The total number of credits required for students seeking certification along with the Master's is 37 credits. For students not seeking certification, the Program of Study requires 30 credits, with the requirements for pre-practicum, practicum and seminar deleted from the Program of Study.

At the conclusion of the Program of Study, students sit for a one-hour oral comprehensive examination that consists of a review of the portfolio of student work including field work, a review of the use of theory and research during the pre-practicum and practicum experiences, and an analysis of a case study given to the student one week prior to the examination. For students not seeking certification, the comprehensive examination is based on their course work and related program experiences.

Doctoral Program (Ph.D.) in Educational Administration

Program Coordinator: *Dr. Diana Pullin*

The doctoral program in Educational Administration prepares students for senior level administrative and policy positions in public or private schools, educational settings, and private or governmental agencies concerned with elementary and secondary education. The program was created to address the era of change facing public and private elementary and secondary education. Educational leaders for the twenty-first century must be prepared to address the call for school reform and restructuring nationwide, and a world of uncertain futures in which the role of schools and the nature of education is subject to continual and unpredictable change.

The doctoral program in Educational Administration allows students to seek state certification and NCATE approval (Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education) in addition to completing a variety of degree programs. The program offers two delivery models for doctoral study, the regular graduate program and the Professional School Administrators Program (PSAP). The program also offers one area of special concentration, the Catholic School Leadership Program (CSLP), which is designed to offer a focus on issues particular to the teaching and administrative leadership in Catholic elementary and secondary schools. Admission to all degree programs requires a minimum of three years employment in a school-based or equivalent alternative instructional setting.

Doctoral students complete core courses in Educational Administration (ED 450 Foundations of Education Administration; ED 451 Human Resource Administration; ED 618 Finance and Facilities Management; ED 619 Ethics and Equity; ED 705 Education Law and Public Policy); two elective courses in curriculum and instruction; a research sequence; and elective courses in Educational Administration, other programs in the School of Education, or other departments or schools across the University. Doctoral students seeking certification must also complete all requirements for the certificate they seek as described in the section on Master's study outlined above.

Master of Education (M.Ed.)-The Catholic School Leadership Program (CSLP)

Program Coordinator: *Rev. Joseph O'Keefe, S. J.*

The Catholic School Leadership Program (CSLP) provides a special option for students interested in education within the Catholic school setting. Students seeking degrees in Education Administration or other degrees within the School of Education who have experience in and a commitment to service in a Catholic school setting, either in the United States or abroad, are invited to join this special program. The CSLP program has been designed in response to an expressed need to assist Catholic school educators in their unique role of bringing new vision to Catholic schools. The program allows students to complete the graduate degree of their choosing, to seek certification if they so desire, and to pursue elective and distribution course requirements that allow them to focus upon the unique mission, spirituality, and Christian message of Catholic schools. Students are encouraged to take full advantage of the vast resources for Catholic education offered by Boston College through such programs as the Institute of Religious Education and Pastoral Ministry and the Theology Department. In addition, CSLP students are offered social, liturgic, and extracurricular opportunities to supplement their academic experiences on campus. Significant tuition support is offered to many students in the program.

Doctoral Program (D.Ed.)-The Professional School Administrator Program (PSAP)

Program Coordinator: *Dr. Diana Pullin*

The Professional School Administrator Program (PSAP) was developed by the University over three decades ago as a means of providing an opportunity for full-time practicing elementary and secondary school administrators to pursue doctoral study. While doctoral programs in educational administration at Boston College have as a goal the critical integration of theory and practice, PSAP offers a unique opportunity to link theory and practice in a student's permanent workplace. Through participation in PSAP, full-time administrators join a cohort of peers in a three-year, year-round experience of seminars, elective courses, and guided fieldwork assignments offered in a manner appropriate for experienced and mature working students. The PSAP program offers courses in an alternative delivery format requiring intensive summer seminars and eight extended meetings each semester.

Curriculum, Administration and Special Education in Higher Administration

Program Director: *Dr. Karen Arnold*

Master of Arts (M.A.) in Higher Education

Program Coordinator: *Dr. Karen Arnold*

The Master's degree in Higher Education prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are the following:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Finance and economics of higher education
- Organizational culture and change
- The academic profession

Core foundational courses are the following:

ED/PY 460 Interpretation and Evaluation of Research

ED 705 Education Law and Public Policy

ED 770 Higher Education in American Society

ED 771 Organization and Administration of Higher Education

PY 778 College Student Development

ED 975 Internship in Higher Education is required for students without experience in higher education or those seeking to explore alternative areas of professional specialization. Candidates see their program advisors for placements.

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

Doctoral Degree (Ph.D.) in Higher Education

Program Coordinator: *Dr. Karen Arnold*

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including: administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; finance and economics of higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is a new initiative linking the Boston College higher education program with

Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provide a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a "core" of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Level I: Core foundational courses (12 credits)

ED 770 Higher Education in American Society

ED 771 Organization and Administration in Higher Education

ED/PY 778 College Student Development

ED 705 Education Law and Public Policy

Level II: Substantive focus in higher education and educational studies (15 credits). Courses in this tier include specialized electives in the CASE Department or elsewhere in the School of Education. The exact configuration of courses is determined through individual advisement according to the student's choice of specialization.

Level III: Methodology requirements (12 credits)

ED/PY 829 Design of Research

ED/PY 469 Intermediate Statistics

Note: Students with no background in quantitative methods must take ED/PY 468 Introductory Statistics prior to enrolling in ED/PY 469.

ED/PY 851 Qualitative Research Methods

Other program requirements (9 credits)

ED 973 Seminar in Research in Higher Education (topical advanced doctoral seminar)

ED 988 Dissertation Direction (6 credits; can include 3 credits of ED 951 Dissertation Seminar)

CERTIFICATE OF ADVANCED EDUCATIONAL SPECIALIZATION DEGREE PROGRAMS (C.A.E.S.)

The C.A.E.S. is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional certification in a particular field. The following are the general areas of specialization and their respective advisors:

- Educational Administration and Supervision

Advisor: *Dr. Diana Pullin*

- Curriculum and Instruction

Advisor: *Dr. Michael Schiro*

- Reading/Literacy Education

Advisor: *Dr. Lea McGee*

COURSE NUMBERS AND MEETING TIMES

All courses in the three hundred sequence (300-399) are open to both Master's students and advanced undergraduates. Courses in the three hundred sequence cannot usually be used toward the C.A.E.S. or doctorate. Courses at the 400-600 level are usually considered Master's or introductory doctoral level. Courses at the 700-900 level are doctoral courses. Courses carry either a PY, ED, or ED/PY prefix. Courses that are listed PY are psychology courses in education. Courses that are listed as ED are education courses. Courses listed ED/PY may be taken as either psychology in education or education courses.

Most classes in the Graduate School of Education meet once a week in the evening in one of two time periods: 4:30 to 6:15 or 6:30 to 8:15.

COURSE OFFERINGS

ED 300 Secondary and Middle School Science Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently.

The course will provide an active, instructional environment that will enable each student to construct knowledge (skill, affective, and cognitive) that, in turn, will allow them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Work will include reflection on current research; reform movements for AAAS, NRC, and NSTA; inclusionary practices; interactions with experienced teachers; firsthand experience with instructional technology; and review and development of curriculum and related instructional materials.

George Ladd

ED 301 Secondary and Middle School History Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently.

This course will demonstrate methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will be required to develop and present sample lessons and units for middle and secondary school learners. Substantial field work required.

Sara Freedman

ED 302 Secondary and Middle School English Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently.

This course covers topics and concerns for the teaching of English at the middle and secondary school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking, and listening skills are among the topics covered.

Edward Smith

ED 303 Secondary and Middle School Language Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently.

This is a review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and

writing. Students will analyze available audio-visual materials (overhead transparencies, tapes, films, and computer software) and learn how to integrate these ancillaries into their lesson plans.

The Department

ED 304 Secondary and Middle School Mathematics Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently.

This course is designed to prepare the student for teaching in the middle and secondary school. It includes topics such as classroom practices, lesson planning, classroom management, and assessment of student performance. The responsibility of the student teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work.

The Department

ED 307 Teachers and Educational Reform (S: 3)

This course will examine the literature on the reform of education, paying particular attention to the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. We will pay particular attention to research on teaching and what it has to say about the role of teaching as pictured in the reform literature. Each student will be expected to take a particular issue related to school reform and research it in-depth. *Graduate students by permission only.*

George Madaus

PY 314 Psychology of Self-Control (F: 3)

An analysis of philosophical, psychological, and sociological aspects of how we control ourselves. We will explore such questions as the following: What does it mean to say I control me? How does self-control change with age? Implications for educators and psychologists will be covered.

John Dacey

ED 316 Teaching Process and Content in Early Education (S: 3)

This course addresses early education teaching methods and content. The integration of social studies content with other early childhood curriculum areas will be incorporated in the content component of the course. The development of teaching strategies for the facilitation of critical thinking skills in children (such as problem-solving and planning and organizational skills) will be addressed in the process component of the course. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, health, and physical education.

The Department

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (S: 3)

A course that includes principles and practices of developmental and remedial instruction and special needs teaching at the middle and senior high school levels. There will be particular emphasis on teaching reading and content areas. May require field based assignments.

John Savage

ED 343 Reform and Innovation in the Middle School (Summer: 3)

In this course, students will examine current models of reform and innovation in American middle schools, as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services.

The Department

ED 346 Teaching Bilingual Students (Summer: 3)

This practical course deals with fostering dual language capabilities through a bilingual-ESL approach. Topics include planning for instruction from the dual perspective of language and content, strategies for language development in heterogeneous settings, multicultural curriculum development and implementation, as well as the importance of cultural and language maintenance to identity development.

The Department

ED 349 Sociology of Education (S: 3)

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. It focuses on the idea that schooling is built on cultural assumptions. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

Ted I.K. Youn

ED 354 Agenda for Action Seminar (Summer: 3)

The purpose of the course is to take a comprehensive and integrative look at the future of Catholic schools. Critical issues confronting the schools will be identified for analysis, reflection, and discussion: Catholic identity, minority groups, governance models, technology, financial resources, etc.

Rev. Joseph O'Keefe, S. J.

ED 363 Survey of Children's Literature (F, S: 3)

This course provides an overview of children's literature, including characteristics and examples of picture books, poetry, realistic fiction, historical fiction, fantasy, traditional literature, and nonfiction. Literacy elements and the theories of critiquing children's literature are also explored.

Lea McGee

ED 367 Computer Languages for Educators (S: 3)

This course provides an introduction to computers, computer languages, and their applications in education.

Walter Haney

ED 371 Human Stress Response

This course explores the biopsychosocial aspects of the human stress response from a developmental as well as situational perspective. Stress theories are presented from Selye to Mitchell (critical incidence stress). Stress reactions of children, adolescents, and adults are reviewed across a wide spectrum from more routine reactions to child abuse, grief, and combat (post-traumatic stress).

Not offered 1996-97

The Department

ED 374 Management of the Behavior of Students with Severe Special Needs (F, Summer: 3)

This course addresses the behavior management challenges presented by some students with special needs. Following discussion about the diagnosis and functional analysis of these behaviors, substantial emphasis is given to the practical application of applied behavior analysis techniques. Alternative and/or cooperative strategies for classroom use are also discussed.

Alec Peck

ED 380 Functional Implications of Vision Pathology (F: 3)

This course examines the educational implications of visual dysfunction. Structure and function of the visual system, including the neural pathways, are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. The course prepares students to interpret ophthalmic, optometric, and clinical low vision evaluation reports. Students are also prepared to design and carry out functional low vision assessment protocols. An overview of systems for vision stimulation, sight utilization, and visual skills training is included. This course contains a pre-practicum requirement in functional vision assessment. *Pre-practicum required (25 hours).*

Richard Jackson

ED 384 Teaching Strategies for Students with Multiple Disabilities (S: 3)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe and multiple disabilities, including deaf-blindness. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, and functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. Students should be prepared to participate in a one-day-per-week field placement. *Practicum required (25 hours).*

The Department

ED 386 Introduction to Sign Language and Deafness (F, S: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger spelling, and American sign language. Theoretical foundations of total communication will be investigated, as well as issues related to deafness.

The Department

ED 387 Intermediate Sign Language and Deafness (S: 3)

Prerequisite: ED 386

An intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling, and American Sign Language. Theoretical foundations of total communication issues related to deafness will be investigated more deeply.

The Department

ED 389 Assessment of Children with Low Incidence Disabilities (F: 3)

The assessment process, assessment tools (including state-of-the-art, norm-referenced and criterion-referenced devices for students with severe disabilities), collaborative teaming, student cen-

tered instructional planning, and systematic decision-making will be the primary focus of this course. Observation schedules, functional assessments, and environmental inventories are addressed. The relationship of the individual education plan (IEP) to the assessment process is stressed as well. Substantial fieldwork is required in this course. *Pre-practicum required (25 hours).*

Nancy Zollers

ED/PY 394 Writers in the Classroom: Moral Reflections on Teaching (F: 3)

This seminar aims to examine the moral and spiritual side of childhood and adolescence through the reading of fiction, poetry, or essays written by novelists. Writers such as Dickens, Hardy, Salinger, Toni Morrison, Flannery O'Connor, Tobias Wolff, Ralph Ellison, and James Agee will help us examine the complexity of human experience as it confronts teachers in their classrooms.

Dr. Robert Coles

ED 398 Working with Families and Human Service Agencies (F: 3)

This course explores the dynamics of families of children with special needs, and the service environment that lies outside the school. After exploring the impact that a child with special needs may have on a family, including the stages of acceptance and the roles which parents may take, the course focuses on some of the services that are available in the community to assist the family. A major activity associated with this course is actually locating these services in a local community. *Pre-practicum required (25 hours).*

Alec Peck

ED 403 Philosophy of Education (S: 3)

This is an introduction to the philosophy of education, understood both as a systematic body of thinking about teaching and education and, especially, as a process of analyzing arguments about teaching and education.

Edward Smith

ED 407 Secondary Curriculum and Instruction (F, S, Summer: 3)

This course is designed to introduce prospective secondary teachers to (1) the complexities of the work of secondary school teachers within specific, diverse communities; (2) the historical development of the secondary schools and their curriculum, and the controversies that continue to affect their development; (3) the research base for developing, implementing, and evaluating effective teaching and assessment methods for a variety of learners in diverse settings; and (4) a process of critically and continuously reflecting on how teacher's beliefs, attitudes, and experiences affect their teaching throughout their teaching lives.

Sara Freedman

ED 411 Teaching Learning Strategies to Low Achieving Students (Summer: 3)

This course conducted as a one week summer institute is designed for teachers of grades 3 through post-secondary school, special educators, reading specialists, speech pathologists, Chapter 1 teachers, and adjustment counselors. The focus is on learning strategies and instructional procedures that promote active and independent learning for all students, especially those who are low-achieving. The cognitive and metacognitive strategies are conceptually rooted in cognitive psychology and have been designed and field tested

over the past 20 years at the University of Kansas, Center for Research on Learning.

John Junkala

Jean Mooney

ED 413 Models and Methods in Early Education (F: 3)

The major models of early childhood education, including the Montessori Method, the Developmental-Interaction Approach, Direct Teaching, and Piaget-based models will be presented and discussed in this course. Models and methods useful for inclusion, early intervention, child care, and parent involvement will also be reviewed and discussed. The course will focus on the ways in which different models address the individual, social, and cultural differences that young children bring to the learning environment. Students are encouraged to explore their own model of early childhood education. There will be a specific curricular focus on science education and the presentation of science concepts in different models.

Martha Bronson

PY 414 Learning: Theories, Research and Strategies (S, Summer: 3)

This course will examine basic principles of learning theories (overview, definitions, research) representing the associationist and cognitive traditions. A discussion of problem solving and thinking skills is also included.

William Kilpatrick

PY 415 The Psychology of Adolescence (S: 3)

This course provides an analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

William Kilpatrick

PY 416 Child Psychology (F: 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological, and social environment. Typical development from conception to adolescence is discussed within the framework of contemporary theories of child growth.

The Department

PY 417 Adult Psychology (F: 3)

This course examines life cycle theory, psychological needs, physiology, interpersonal relations, androgyny, sex roles and sexuality, vocational needs, family life, integrity, aging, and facing death realistically.

William Kilpatrick

PY 418 Applied Developmental Psychology: Emphasis on Child (F, Summer: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

The Department

ED 419 Early Childhood Provisional Practicum (F, S: 3)

ED 420 Elementary Provisional Practicum (F, S: 3)

ED 428 Secondary Provisional Practicum (F, S: 3)

ED 491 Deaf-Blind and Multiple Disabilities Provisional Practicum (F, S: 3)

ED 504 Special Needs Provisional Practicum (F, S: 3)

ED 505 Vision Provisional Practicum (F, S: 3)

ED 613 Severe/Intensive Provisional Practicum (F, S: 3)

ED 725 Reading Provisional Practicum (F, S: 3)

Prerequisite: Successful completion of all required pre-practicum field assignments and courses

These are semester-long provisional practica, five full days per week (at least 20 hours/week), for graduate students in certification programs. Placements are made in selected area, international, out-of-state, or non-school sites. This is usually taken in combination with a clinical experience for standard certification. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 30 for spring placements.

Carol Pelletier

ED 421 Theories of Instruction (F: 3)

This is an in-depth review of modern instructional models classified into selected families with regard to their perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based on personal experiences, reflection on current research, and issues central to the education of all learners.

George Ladd

ED 422 Secondary Internship (F, S: 3)

ED 427 Low Incidence Internship (F, S: 3)

ED 501 Special Needs Internship (F, S: 3)

ED 577 Elementary Internship (F, S: 3)

ED 702 Reading Internship (F, S: 3)

Prerequisite: Successful completion of all required pre-practicum field assignments and courses

These are semester-long field assignments (300+ clock hours), five full days per week, for employed professionals in educational settings. Apply to the Office of Professional Practicum Experiences.

Carol Pelletier

ED 429 Graduate Pre-Practicum (F, S: 1)

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by May 15 for fall placements and January 5 for spring placements.

Carol Pelletier

ED 434 Mathematics for Elementary School Teachers (Summer: 3)

Topics relevant to the National Council of Teachers of Mathematics Curriculum and Evaluation Standards K-6 are covered in a lecture, discussion, and workshop format. Includes meaning-

ful use of manipulatives, visual representations of concepts and operations, teaching mathematics through children's literature, teacher-made games, and computers in elementary school mathematics. Open only to teachers who have received certification or who have taught for at least one year.

Michael Schiro

ED 435 Social Contexts of Education (F, S, Summer: 3)

This course will examine the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education different groups of students experience in particular school sites and across school sites. Major requirements for the course include creating a sociological portrait of a selected school site and developing an interdisciplinary curriculum unit/action project focusing on key issues facing the community and/or the school and its students.

The Department

ED 436 Curriculum Theories and Practice (S, Summer: 3)

This course asks teachers to analyze the philosophical underpinnings of educational practices. It also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. This course is designed for individuals advanced in their professional development.

Sara Freedman

Michael Schiro

ED 437 Clinical Seminar: Teacher As Researcher (F, S: 3)

This course will provide a context where teachers can discuss experiences they encounter during their full practicum. It will also help teachers learn how to be teacher researchers by the following: (1) introducing them to different types of research; (2) helping them develop teacher research skills; and (3) introducing them to ways of creating linkages to a larger group of colleagues. This course is designed for individuals participating in their full practicum experience.

Marilyn Cochran-Smith

Otherine Neisler

Polly Ulichny

ED 438 Instruction of Students with Special Needs and Diverse Learners (F, S, Summer: 3)

This course is designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and academic development. The course creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in Early Childhood, Elementary, and Secondary Education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation.

John Junkala

Jean Mooney

Nancy Zollers

PY 440 Principles and Techniques of Counseling (F, Summer: 3)

This course provides an introduction to counseling principles and techniques with an emphasis on

interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision. Only Counseling Psychology majors are eligible to take this course in the fall.

James Mahalik

PY 444 Comparative Personality Theories (F: 3)

This course will discuss the major theoretical orientations to the study of normal personality development. Psychoanalytic, self psychology and object relations theory, methodological and cognitive behaviorism, and humanistic and constructive-developmental theory are examined. Contributions of race, gender, and social class to personality are discussed. This course serves as a foundational course for Counseling Psychology students.

Mary Brabeck

PY 445 Clinical Child Psychology (F: 3)

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis will be placed on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice and work in school settings will constitute a major focus of the course.

Maureen Kenny

PY 446 Counseling Theory and Process (S: 3)

Prerequisite: PY 440 or equivalent

This course is an introduction to counseling orientations with an emphasis on the major models within the field. Specifically, theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change will be explored in each model. Class format includes lecture/discussion, small group exercises, and analysis of case material from some of the originators of leading counseling orientations.

Maureen Kenny

Bernard O'Brien

PY 447 Applied Developmental Psychology: Emphasis on Adolescent (F, Summer: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Half of each semester is devoted to analysis of case studies. This course is designed for individuals beginning their professional development in education who plan to work with adolescents.

The Department

PY 448 Career Development (S: 3)

This course is an introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Exposure to counseling strategies, career planning resources, and program development in various educational and agency settings is included.

Roger Worthington

PY 449 Alternative Assessment (Summer: 3)

This course explores alternatives to traditional assessment, including portfolios, authentic assessment and performance-based assessment. Issues related to the development and uses of alterna-

tive assessments in classroom-based assessment, system-wide evaluation, and state/national testing are explored.

The Department

ED 450 Foundations of Educational Administration (F, Summer: 3)

In this course students are asked to identify critical questions for school administrators, and to reflect on how these questions may be answered. Students are introduced to the breadth of educational research and invited to consider how multiple-frame thinking can provide an overall view of educational administration, including fiscal, personnel, and program planning. The structural, human resource, political, symbolic, and ethical frames are considered.

Ralph Edwards

ED 451 Human Resources Administration (S: 3)

In this course, students will acquire an understanding of human resource management within the context of school organizations. In addition to addressing fundamental school personnel functions (e.g., recruitment, selection, performance appraisal) the course will explore and compare various personnel management paradigms, including contemporary business models that stress humane environments and worker participation in all stages of planning and production. In this connection, the work of Ouchi (e.g., Theory Z) and Deming's Total Quality Management model will receive special attention. Acquisition of common standards for school administration and the integration of Boston College's Andover Themes will be among the principle aims of the course.

Rev. Joseph O'Keefe, S.J.

ED/PY 460 Interpretation and Evaluation of Research (F, S, Summer: 3)

The course is designed to improve the student's understanding of the research literature in education and psychology. The course concentrates on developing the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research. This course does not fulfill the doctoral requirement.

Larry Ludlow

Ronald Nutall

ED/PY 462 Assessment and Test Construction (F: 3)

This course concerns the major problems of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction are included.

Joseph Pedulla

PY 464 Intellectual Assessment (F: 3)

Prerequisite: Permission of instructor

A critical analysis of measures of intellectual functioning, with a focus on the Wechsler scales. This course is designed to develop proficiency in the administration, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues in the assessment of culturally diverse and bilingual individuals are addressed. This course is for Doctoral students in Counseling Psychology and Master's students working toward

certification in school counseling. Others by permission of the instructor. *Maureen Kenny*

PY 465 Psychological Testing (F, S: 3)

This is an introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments are included. Laboratory experience in administration, scoring, and interpretation of psychological tests will be gained as well.

Kenneth Wegner

ED 466 Models of Curriculum and Program Evaluation (F: 3)

This is an intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provus, Stufflebean, and Alkin. Their strengths, weaknesses, and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria, and design. *George Madans*

ED 467 Practical Aspects of Curriculum and Program Evaluation (S: 3)

Prerequisite: ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, use of various scores, common problems, out-of-level testing, analysis of data, interpretation and reporting of data, and budgeting. Standards for program evaluation will also be covered. *Albert Beaton*

ED/PY 468 Introductory Statistics (F, Summer: 3)

This is an introduction to descriptive statistics. Topics include methods of data summarization and presentation; measure of central tendency and variability, correlation and linear regression; the normal distribution; probability; and an introduction to hypothesis testing. Computer instruction in the VAX operating system and SPSS statistical package are provided. *John Jensen*

Ronald Nutall

ED/PY 469 Intermediate Statistics (F, S: 3)

Prerequisites: ED/PY 468 or its equivalent and computing skills

This course normally follows ED/PY 468 or its equivalent. Topics include tests of means and proportions, partial and multiple correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, and elements of experimental design. *John Jensen*

Larry Ludlow

ED 471 Learning Dimensions: Theory and Practice (Summer: 3)

Classroom instructional practice and development of higher level thinking and learning skills are emphasized. Attention is given to learning styles and an in-depth application of learning theory for more effective communication with students and adults. *Kathleen Butler*

ED 480 Assistive Technology for Individuals with Disabilities (Summer: 3)

Provides an overview of the emerging field of assistive technology. Emphasizes an interdisciplinary perspective for the practical application of technology solutions to children and young adults with disabilities. Lectures, demonstrations, readings, and discussions examine a wide range of adaptive technologies for increasing both independence and personal productivity in home, school, and community settings. *Richard Jackson*

ED 486 Braille Skills for the Visually Impaired

Students learn to read and write Grade II literary Braille and Nemeth Code (visually). Emphasis is placed on the preparation of Braille Media at all levels. Students are also exposed to automated Braille transcription using BEX for Apple and Duxbury for DOS and Macintosh OS. This course requires field-based assignments in Braille transcription and materials preparation. *Pre-practicum required (25 hours). Not offered 1996-97*

The Department

ED 487 Blindness and Visual Impairment (F: 3)

This is a first course in the study of work with individuals who have visual disabilities. The first half examines the evolution of services in terms of quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of this course is to help the student develop a personal philosophy and professional style of service delivery. *Richard Jackson*

ED 488 Theories and Strategies for Teaching Emotionally Complex Students

This course examines the complex needs of students with emotional or behavioral disabilities and develops understanding of best practice strategies. A study of high incidence and low incidence disorders will lead to the development of skills reported as effective in reducing the incidence and consequences of such disabilities. Emphasis will be on classroom-based strategies. *Not offered 1996-97* *Alec Peck*

ED 491 Deaf-Blind and Multiple Disabilities Provisianal Practicum (F, S: 3)

See ED 419 for course description.

ED 492 Organization and Administration of Services for Individuals Who Are Deaf-Blind or Multiply Disabled (S: 3)

The histories of deaf, blind, and deaf/blind services are presented. Various etiologies of deaf-blindness are discussed along with their implications for intervention with persons with deaf-blindness. Legislation and litigation relating to special services for individuals with deaf-blindness are overviewed. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course. *The Department*

ED 493 Language Acquisition Module (F: 1)

See course description for ED 593.

PY 497 Children in Society

This course explores the changing place of minors in law and society, primarily through an intensive reading of recent court cases that affect their

rights and interests. Topics include minors and psychiatric treatment, the rights of the disabled and dependent children, censorship in public schools, and the regulation of media aimed at minors (e.g., television, music, contraception and abortion). The course is open to graduate students in law, education, psychology, history, and related disciplines; and the required research paper may be interdisciplinary in its approach. *Not offered 1996-97* *The Department*

ED 501 Special Needs Internship (F, S: 3)

See ED 422 for course description.

ED 504 Special Needs Provisianal Practicum (F, S: 3)

See ED 419 for course description.

ED 505 Visually Impaired Provisional Practicum (F, S: 3)

See ED 419 for course description.

ED/PY 511 Alternative Strategies for Working with Children Affected by Organized Violence (Summer: 3)

This multicultural, interdisciplinary workshop will introduce its participants to theoretical and practical knowledge of techniques of play, dramatization, drawing, movement, and sound as resources for an alternative approach to mental health work with survivors of organized violence and oppression. *M. Brinton Lykes*

Luciano Suardi

ED/PY 515 Seminar in Moral Education (F: 3)

Topics will include the following: theories of moral growth and moral education, moral education and sex education curricula, the influence of stories on character formation, the relation of morality to religion, and the debate over values versus virtue. *William Kilpatrick*

ED 517 Survey of Children's Literature in the Elementary and Middle School (Summer: 3)

Examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. Provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature. *Lea McGee*

PY 518 Issues in Life Span Development (F, S: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated. *The Department*

ED 520 Teaching Mathematics and Technology (F: 3)

This course will present the following: (1) methods and materials useful in teaching mathematics to early childhood and elementary school children, and (2) the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week. *Michael Schiro*

PY 528 Multicultural Issues (S, Summer: 3)

This course is designed to assist Counseling Psychology students and those in related disciplines

(such as higher education, developmental psychology, nursing) to become more effective in their work with ethnic minority and homosexual clients. The course is designed to increase students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. It will examine the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and will also present an overview of relevant research.

Elizabeth Sparks

PY 529 Psychology of Drug and Alcohol Abuse (Summer: 3)

This course is designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society.

Etiony Aldarondo

ED 542 Teaching Reading and Language Arts (F: 3)

This course examines the nature of oral and written language learning and development (K-12) within a variety of instructional perspectives. Topics include approaches to beginning reading, reading strategies, writing processes, second language learners, interrelationships among language areas, assessment, and research that affects classroom reading and writing instruction.

John Savage

PY 544 Issues in Adolescent Psychopathology

Course focuses on patterns of coping, risk, and resilience in adolescence. Covers schizophrenia, depression, suicide, and learning disorders, as well as models of prevention. *Not offered 1996-97*

The Department

PY 549 Psychopathology (F, S: 3)

Prerequisite: PY 444 or equivalent

This course examines selected DSM-IV disorders and considers diagnostic issues, historical changes, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and interpret various forms of psychopathology.

Etiony Aldarondo

ED 550 Management Use of Computers in Education

What is the present and future role of computers in educational administration and management? This question is addressed in a variety of ways: through readings, lectures, discussion, and particularly through hands-on experience in using microcomputers. Students will be given experience and assignments concerning word processing, telecommunications, databases, and spreadsheets for educational management purposes. The machine used in this course by most students will be the Apple Macintosh, but for most of the assignments, with the instructor's approval, other machines and software may be used. *Not offered 1996-97*

The Department

ED/PY 560 Seminar on Issues in Testing and Assessment

This seminar will examine policy issues related to educational testing and assessment. *Not offered 1996-97*

The Department

ED/PY 561 Evaluation and Public Policy (F: 3)

Prerequisite: ED 466 or consent of instructor

This course will examine the conceptual and practical aspects of evaluating social interventions, with an emphasis on integrated service models.

George Madaus

ED/PY 565 Quantitative Data Collection

Procedures: Theory and Practice

Concepts of reliability, validity, measurement error, sampling error, derived scores, norms, and other measurement concepts are examined in terms of their applicability to the development and selection of tests, scales, questionnaires, check lists, and other data collection procedures commonly used in educational research. *Not offered 1996-97*

The Department

ED 577 Internship: Elementary (F, S: 3)

See ED 422 for course description.

ED 579 Educational Assessment of Learning Problems (F: 3)

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress. Open to students in the Teacher of Students with Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs. *Not open to Special Students.*

Jean Mooney

ED 583 Foundations of Orientation and Mobility for the Visually Impaired (Summer: 3)

Introduces the principles and fundamentals of orientation and mobility. Emphasis is on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility. A mini-practicum component helps students develop competence in indoor, and pre-cane mobility.

Richard Jackson

ED 586 Curriculum Research Seminar: Mathematics and Literacy Education

This course will explore relationships that might exist among the fields of mathematics education and literacy education (reading and the language arts). Students will both participate in ongoing research projects and carry out their own research projects. The major content areas that will be examined will be the similarities and differences between the curriculum materials that exist in literacy and mathematics education, the instructional procedures advocated for use in the two fields, the research traditions of the two fields, and the myths that guide practitioners within the two fields. *Not offered 1996-97*

Michael Schiro

ED 587 Teaching and Learning Strategies (S: 3)

Prerequisite: ED 579

This course is oriented to the development of Individual Education Programs (IEP) for students with special needs. It includes effective instructional practices for basic skills development, enhancement of content area instruction, and cognitive and metacognitive learning strategies. *Not open to Special Students.*

The Department

ED 588 Curriculum and Instructional Strategies for the Visually Impaired (S: 3)

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the student with visual impairments. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. The course also covers curriculum and strategies for pre-school and multiply disabled individuals, adaptive technology, and consultation skills.

Richard Jackson

ED 592 Foundations of Language and Literacy Development (F: 3)

This course is an introduction and an overview of language and literacy development. Contents include the following: basic elements of language acquisition, current theories of normal language development, issues related to delayed or different language development, the transition from oral to literate language, the impact of cultural variations on school-based language performance, and an introduction to bilingualism and second language acquisition for young children and more mature language users.

Polly Ulichny

ED 593 Introduction to Speech and Language Disorders (F: 3)

To be taken concurrently with ED 493.

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (F: 3)

Prerequisite: ED 542 or equivalent

This course examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). The focus is on the needs of students from varied populations. The course content includes consulting skills and laws related to reading and literacy issues.

Lea McGee

ED 598 Introduction to Audiology

This course is designed to assist those individuals who are working with the deaf and hearing impaired in educational settings. Topics covered will include the following: basic acoustics, basic audiology, anatomy and physiology, etiologies, and psycho-educational implications of hearing loss, pediatric audiology, and hearing aids. The course assumes no prior training in audiology and is intended for special education majors, but is open to all interested students. *Not offered 1996-97*

The Department

ED 601 Seminar in Statistical and Measurement Topics

Prerequisites: One year of statistics (ED/PY 468, ED/PY 469)

This seminar will examine topics and issues in measurement and data analysis. Among the topics to be studied are scales of measurement; problems in integrating numbers and narratives; bias in standardized tests, etc. *Not offered 1996-97*

The Department

PY 605 Ethical and Legal Issues in Counseling Psychology (Summer: 3)

This course examines legal and ethical issues in the practice of counseling psychology. Topics include confidentiality of patient information, liability of counselors in the assessment of dangerous patients, intimate relationships between therapists and patients, civil commitment standards and procedures, mental abnormality and the criminal law, and the relationship between mental illness and legal competence. Conflicts between law and ethics in the counseling relationship are also explored.

Roger Worthington

ED 609 Clinical Experience in Early Childhood (F, S: 6)**ED 610 Clinical Experience in Elementary Education (F, S: 6)****ED 612 Clinical Experience in Secondary Education (F, S: 6)****ED 614 Clinical Experience in Special Needs (F, S: 6)****ED 703 Clinical Experience in Vision (F, S: 6)****ED 726 Clinical Experience in Reading (F, S: 6)****ED 782 Clinical Experience in Severe/Intensive Special Needs (F, S: 6)****ED 783 Clinical Experience in Deaf-Blind and Multiple Disabilities (F, S: 6)**

Prerequisites: Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and provisional certification requirements

These courses are semester-long, full-time clinical experiences (at least 20 hours/week) for advanced level students working in schools in a professional role. Individual placements are made according to each student's major or field of specialization. Placements are selectively chosen from schools in the greater Boston area; placements in designated out-of-state or international settings can also be arranged. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 30 for spring placements.

Carol Pelletier

PY 611 Learning and Development: The Special Needs of Early Learners (S: 3)

This course will focus on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, incorporating the role of play in the learning and development of the young child. Individual differences and the effects of special needs on learning and development will be examined and program implications will be discussed.

The Department

ED 613 Severe/Intensive Provisional Practicum (F, S: 3)

See ED 419 for course description.

ED 615 Teaching Across the Disciplines (F: 3)

This course presents ways in which the natural sciences, social studies, the arts, health, and movement education can be taught in preschool and elementary schools. It emphasizes an interdisciplinary approach related to the selection and use of teaching strategies and instructional materials.

The course also examines basic principles of instruction theory, along with past and current policies that influence teaching.

Joan Jones

ED 617 The Principalship

This course addresses the principalship and the changing roles of school leadership in a changing global society. Leadership models will be explored within this context, and they will include attention to contemporary educational issues such as equity and diversity, educational reform, etc., that impact school environments. Designed for principals at all educational levels. *Not offered 1996-97*

Gary Yee

ED 618 Finance and Facilities Management (Summer: 3)

This course will provide basic frameworks for understanding school finance and school facilities management. Students will gain an understanding of how public education is funded at the federal, state, and local levels. Contemporary issues relating to such funding will be closely examined, including issues of fiscal equity and the operation of state and federal categorical aid programs. Students will also examine school district and school site budgeting processes and relate them to educational planning.

The Department

ED 619 Ethics and Equity in Education (F: 3)

In this course, students are asked to consider not only what should be done to create equitable school communities, but why the effort should be undertaken in a democratic society. Students are asked to examine the historical and political backgrounds of the major cultural groups in school districts, especially those that have been marginalized (persons of color, the poor, immigrants, and women), and to explore the appropriateness of various curricular and instructional models for a wide range of children.

Rev. Joseph O'Keefe, S.J.

Gary Yee

ED 620 Practicum in Supervision (S: 3)

A semester-long, field-based experience in the role of the certificate sought. Candidates work on site under the joint supervision of a university representative and a cooperating practitioner. The practicum is accompanied by a seminar.

Ralph Edwards

ED 622 Practicum in School Principalship (S: 3)

A semester-long supervised field experience in the role of a building principal. The practicum is supervised jointly by a university representative and by a cooperating practitioner. Students are required to keep personal journals that will be regularly reviewed and discussed with them by their university supervisors.

Ralph Edwards

ED 623 Practicum in Superintendency (S: 3)

This guided field experience is designed to enable candidates to develop the competencies required in the variety of experiences carried on by assistant superintendents and superintendents of schools. Jointly supervised by a university representative and a cooperating practitioner, the candidate functions at the practicum site. The practicum is accompanied by a seminar in educational administration.

Ralph Edwards

ED 625 Managing Emerging Technologies (S, Summer: 3)

New technologies are being offered to schools and school districts at an increasingly rapid pace. Administrators must make informed decisions on which technologies offer the greatest potential for enhancing the mission of schools, given limited resources. This course introduces management, research and curricular tools, such as school management software, on-line communications, internal communication systems, and audio-visual resources, and provides hands-on opportunities to examine their use. The course will also raise issues regarding cost-effectiveness, necessary training, deployment, privacy, and equity. It is strongly recommended that students have basic competence in the use of word-processing and spreadsheet software, and have hardware and software capacity for access to campus information technology services.

Alec Peck

Gary Yee

ED 626 Seminar in Educational Administration (S: 3)

This seminar is designed to enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration, along with day-to-day school management issues.

Gary Yee

ED 628 Computer Applications for Educators (F, Summer: 3)

Appropriate computer software for educational uses must be evaluated, selected, and used in conjunction with an understanding of both curriculum and instructional theory, as well as an understanding of the abilities and limitations of computers. Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction-related programs examined include the following: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing.

Marilyn Gardner

ED/PY 633 The Impact of Psychosocial Issues on Learning (Summer: 3)

An examination, from a holistic perspective, of the psychological and social issues (e.g., depression, violence, abuse) that affect learning in children and adolescents. The role of risk and protective factors in the development of vulnerability and resilience will be discussed. The course will highlight collaboration of educators with professionals involved in addressing psychological and social issues. Nine-hour field lab experience is included.

The Department

PY 638 Principles of Short Term Counseling (Summer: 3)

This course will examine the theoretical foundations and empirical status of behavior therapy. The efficacy of these models and other integrative approaches will be analyzed through clinical application.

The Department

PY 640 Seminar in Group Counseling and Group Theory (F, S: 3)

Prerequisite: Consent of instructor. Advance sign up in Counseling Psychology Office required.

Students participate in a 9-week experiential group led by the instructor that focuses on group

dynamics and the development of group norms. The remaining weeks of the semester involve discussions of the group experience and leadership role in the context of small group theory and research. Limited to 20 students.

Bernard O'Brien

PY 643 Practicum in School Counseling Pre-K-9 (F, S: 3)

Prerequisites: Consent of Practicum Coordinator, Dr. Sandra Morse

Open only to Boston College Counseling degree students seeking certification in school guidance counseling grades Pre-K-9. Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1050 per academic year, (450 hours practicum and 600 hours clinical experience) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

The Department

PY 644 Practicum in School Counseling, 5-12 (F, S: 3)

Prerequisites: Consent of Practicum Coordinator, Dr. Sandra Morse

Open only to Boston College Counseling degree students seeking certification in school guidance counseling grades 5-12. Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1050 for an academic year (450 hours practicum and 600 hours clinical) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

The Department

PY 646 Internship-Counseling I (F: 3)

Prerequisites: Consent of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

The Department

PY 648 Practicum in Counseling Children (S: 3)

Pre-internship, supervised curricular experience that provides for the development of counseling and group work skills under supervision. Training consists of peer role plays and laboratory experiences with individual and group supervision. Counseling Psychology students only.

Roger Worthington

PY 649 Health Psychology

This course is an examination of the role of psychology in the health care system from empirical and clinical perspectives. The cognitive, emotional, and social factors that contribute to wellness and illness will be addressed. *Not offered 1996-97*

The Department

ED 650 Measurement Issues in Large-Scale Assessment

This seminar is designed to acquaint students with a strong measurement background with the measurement principles and techniques involved in

conducting large-scale assessments of students' educational achievements in various curriculum areas. Drawing on the experience of national and international assessments, the topics discussed will include test specifications, bias and cross-cultural considerations, assessment design, sampling, data collection, open-ended scoring, IRT scaling, equating, data analysis, and reporting. *Not offered 1996-97*

The Department

ED 652 Practicum in Special Education Administration (S: 3)

A semester-long, field based experience in the role of a special education administrator. The practicum is supervised by a university faculty member. The practicum is accompanied by a seminar in educational administration.

Ralph Edwards

ED/PY 655 School Based Research: Projects (S: 3)

This course involves students in studying and reporting on school-based needs and problems. Participating schools will identify practical problems they would like examined. Teams of students will select one of these problems and spend the semester studying, researching, and preparing a set of policy recommendations or conclusions related to it. It is expected that students will spend time in the schools as part of the understanding and data collection for their problem. The instructors will meet periodically with the student teams to review and guide their work.

Peter Airasian

John Cawthorne

ED 656 Administration of Local School Systems

The superintendent of schools has many audiences—the school board, parents, teachers, community, and students among others. This course will examine the relationship of the superintendent of schools with many publics, through the utilization of readings, experiences, field trips, and visiting lecturers. In addition, students learn to meet specific program standards pertaining to the political aspects of education, public relations, and the use of community and governmental resources. *Not offered 1996-97*

The Department

ED 658 Reading and Writing Poetry in the Elementary and Middle School (Summer: 3)

This course explores types and literary elements of poetry written for and by elementary and middle school children. Strategies for reading poetry with children and enhancing children's poetry compositions are reviewed.

Bonnie Rudner

PY 662 Projective Assessment (S: 3)

Prerequisite: PY 464

Theory, administration, and interpretation of commonly used projective measures, including Rorschach, thematic, drawing, and sentence completion techniques. Students will learn how to conceptualize and integrate findings from cognitive and personality measures, and to communicate results in a written report. Critical issues in the use of these measures, including ethical, psychometric, social, and legal concerns will be addressed. Case material will be used to illustrate the clinical applications of projective techniques. Limited to doctoral students in Counseling Psychology, although others are admitted by permission of the instructor.

Maureen Kenny

ED/PY 664 Design of Experiments (S: 3)

Prerequisite: One year of statistics (ED/PY 468, ED/PY 469)

This course will cover topics in and the underlying logic of experimental designs including full factorial, fractional factorial, use of design matrices, loss functions, and the use of variability as dependent variables.

Ronald Nuttall

ED/PY 665 Personality and Interest Assessment (S: 3)

This course reviews the theories of personality and interest measurement in counseling. It is an intensive study of the construction, purposes, and interpretation of the most commonly used personality and interest inventories. It includes laboratory experience in the use and interpretation of selected instruments.

Kenneth Wegner

ED/PY 667 Introduction to Multivariate Statistical Analysis (F: 3)

Prerequisite: One year of statistics (ED/PY 468, ED/PY 469)

This course addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover simple and multiple regression models; matrix operations; parameter estimation techniques; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistical regression.

Larry Ludlow

ED/PY 668 Topics in Multivariate Statistical Analysis (S: 3)

Prerequisite: One year of statistics (ED/PY 468, ED/PY 469)

This course provides lectures, examples, and student analyses that address multiple group discriminant analysis, principal components and common factor analysis, multivariate analysis of variance, multidimensional scaling, and cluster analysis.

Larry Ludlow

ED/PY 669 Psychometric Theory

Prerequisite: Two semesters of statistics

This course presents a study of theoretical concepts, statistical techniques, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, true-score theory, and item response theory models. Specific topics include Rasch model parameter estimation, residual analysis, item banking, equating, and computer adaptive testing. *Not offered 1996-97*

The Department

ED/PY 671 Total Quality in Education Seminar (F: 3)

This course presents theories and approaches to total quality management in modern organizations. The concepts of Total Quality; the General Problem Solving Process; Customer-Driven Quality; Leadership; Continuous Improvement; Fast Response; Actions based on Facts, Data and Analysis; and Participation by all Employees will be presented along with the quality improvement tools needed to achieve these results. Tools such as Flow Charting, Fishbone Diagramming, Scatterplots, Run Charting, and Control Charting will be presented. Comparisons of Total Quality approaches such as advocated by Deming, Juran, and the Malcolm Baldrige Prize app-

roach will be contrasted with the concepts of Reengineering. Application of these ideas to higher education will be made. *Ronald Nuttall*

ED 675 Consultation and Collaboration in Education (S: 3)

This course is designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. In addition to competence in their disciplinary areas, educators now need to be able to interact effectively with other adults in problem solving and decision making capacities. The course will present conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. *John Junkala*

ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (F, S: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital. *The Department*

ED/PY 686 Augmentative Communication for Individuals with Disabilities (S: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems. *The Department*

ED 702 Reading Internship (F, S: 3)

See ED 422 for course description.

ED 703 Clinical Experience in Vision (F, S: 6)

See ED 609 for course description.

ED 705 Education Law and Public Policy (F: 3)

This course addresses the political and legal aspects of the role of education in our democratic society. It provides an introductory survey of the process of policy formation at the local, state, and federal levels, and the role of law governing the provision of public preschool, elementary, secondary, and higher education. Included are such topics as constitutional issues of religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent rights and privacy; laws affecting persons with handicapping conditions; and the promotion of educational equity among all groups regardless of gender, sexual preference, language, race, religion, ethnicity, or socioeconomic background. *Diana Pullin*

ED 708 Issues in Higher Education (Summer: 3)

Topical courses in post-secondary education taught by scholars from the Higher Education program faculty and outside institutions are offered on a rotating basis. The course focuses on specific topics such as the following: ethical issues in higher education, student outcomes assessment, learning and teaching in higher education,

Catholic higher education, and others. The topic of the course will be announced during the pre-registration period. *The Department*

ED 709 Research on Teaching (F: 3)

This course is designed to explore conceptual and empirical research on classroom teaching processes as well as the contrasting paradigms and methodological approaches upon which this literature is based. The course is intended to help students become aware of the major substantive areas in the field of research on teaching; develop critical perspectives and questions on contrasting paradigms; and raise questions about the implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. *Dr. Marilyn Cochran-Smith*

ED 720 Curriculum Theory and Philosophy (F: 3)

An advanced-level course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, styles of curriculum evaluation, and theories of the curriculum change process. For persons with teaching or curriculum experience. *Michael Schiro*

ED 725 Reading Provisional Practicum (F, S: 3)

See ED 419 for course description.

ED 726 Clinical Experience in Reading (F, S: 6)

See ED 609 for course description.

ED 729 Controversies in Curriculum (S: 3)

This course examines selected major curriculum issues from the contrasting perspectives of two ideological frameworks: the neo-conservative model that has been politically dominant over the past decade, and the dissenting paradigms of critical theorists and other anti-establishment intellectuals. After an early consideration of frameworks, specific curriculum issues will be addressed. *Ralph Edwards*

PY 740 Psychology of Women (F, S: 3)

An examination of major theories and research topics in the field of the psychology of women: gender differences; theory and research on women's social, affective, and cognitive development; discussion of social context; race and ethnicity of women; women's issues and implications for counseling; and methodological issues in conducting research in the above areas. *Mary Brabeck*

PY 741 Advanced Seminar in Psychopathology (S: 3)

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed. Consideration of special populations (e.g., culturally diverse, homeless, people with AIDS). *Mary Walsh*

PY 743 Seminar in Counseling Families (S: 3)

This is a study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Con-

current clinical involvement with families is recommended. *Etiony Aldarondo*

PY 744 Psychology of Aging

This course is open to master's and doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from youth to middle and old age will be stressed. Topics will include developmental crises of physical change, pre-retirement, post-retirement issues, alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective. *Not offered 1996-97* *The Department*

PY 745 Biological Bases of Behavior (F: 3)

This course will survey biological influences in a number of behavioral areas both normal and abnormal. Genetic, neurological, and psycho-physiological theory and research will be reviewed as these apply. *The Department*

PY 746 Internship-Counseling II (S: 3)

Prerequisite: PY 646 and consent of the Internship Coordinator, Dr. Sandra Morse

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision. *The Department*

ED 755 Theories of Leadership

This course explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Models and processes of institutional restructuring and interprofessional collaboration are highlighted. This course is recommended for doctoral students. *Not offered 1996-97* *The Department*

ED 770 Higher Education in American Society (F: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the 20th century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others. The overall theme of the course focuses on university-society relations. *Philip Altbach*

ED 771 Organization and Administration of Higher Education (S, Summer: 3)

This course focuses on how the American university is organized and governed. From the organizational perspective, it examines the basic elements as well as structure and process of the

American university. Such topics as models of governance, locus of control, leadership, and strategic environments for the American university are considered. *Ted I.K. Youn*

ED 772 Student Affairs Administration (F: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice. *The Department*

ED 773 College Teaching

Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies. *Not offered 1996-97* *The Department*

ED 774 The Community-Junior College

This course is an examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society. *Not offered 1996-97* *The Department*

ED 776 Critical Issues in Adult Education (F: 3)

Student demographics and trends for the nineties commit institutions to recruiting learners who seek advanced studies to improve the quality of their personal and professional lives. Surveying the factors affecting this growth includes determining organizational structure, assessing continuing education units, analyzing political complexities, uncovering unique adult learning styles and behavior, examining the role of technology to enhance effectiveness, and committing funds to adult learning programs. The comparative advantages of educational services offered by libraries, associations, businesses, and universities will be contrasted. *Rev. James Woods, S.J.*

ED 777 Marketing Issues in the 90's: A Comprehensive Approach (Summer: 3)

Part-time learners outnumber full-time students. The new learners include professionals pursuing advanced study, those seeking new careers, and mature workers desiring updating. Developing a marketing strategy to reach new learners depends on understanding the different populations, accurate identification of needs, expertise in generating inquiries and converting them into registrations, as well as the creative development and marketing of programs. *Rev. James Woods, S.J.*

ED/PY 778 College Student Development (S: 3)

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and

other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students. *Karen Arnold*

ED 779 Global and Comparative Systems in Higher Education

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others. Specific attention is paid to understanding developments in Europe, the Pacific Rim, and the developing nations of the Third World. *Not offered 1996-97* *Philip Altbach*

ED 782 Clinical Experience in Severe/Intensive Special Needs (F, S: 6)

See ED 609 for course description.

ED 783 Clinical Experience in Deaf-Blind and Multiple Disabilities (F, S: 6)

See ED 609 for course description.

PY 784 Child Abuse: A Psychological Perspective (Summer: 3)

This course will cover the major theoretical approaches to understanding child maltreatment—its manifestations, causes, and modes of prevention. The complexities of recognizing abuse and treating its victims will be discussed. The perspectives of multiple professions—law, health, psychology, social work, and education—will also be addressed. *The Department*

ED 785 Classroom Management: Strategies for Avoiding Destructive Conflict (Summer: 3)

Systematic approach to classroom management provides a framework to explore issues and problems of discipline and techniques for providing a more stress-free atmosphere. Emphasis is on understanding the dynamics of complex human and organizational behavior and on practice; opportunities to observe new behavior and judge their effectiveness are presented. Case studies allow professionals to integrate concepts and skills, apply analytical adeptness, and develop strategies for creating instructional environments that introduce more effective ways of addressing the challenging student. Especially appropriate for administrators, teachers, and those concerned with classroom behavior. *Philip DiMattia*

ED 801 Clinical Experience and Seminar in Administration (F, S: 3)

This year-long, field-based seminar is offered for students seeking full certification in educational administration. The course is designed to assist experienced school administrators in dealing effectively with day-to-day school management issues, and to link theory, research, and practice. An intensive journal-writing process is used in conjunction with student and faculty field and course activities to address contemporary issues. Particu-

lar attention is given to methods of evaluation and supervision of adult members of the school community. *Gary Yee*

ED 806 Institutional Research: Implementation and Utilization

This course is designed for graduate students preparing for careers in higher education in which they will be the producers or users of institutional research. Administrators will learn when and how to work with Institutional Researchers in planning and policy development. Researchers will learn how to translate administrative questions into researchable ones, how to select appropriate methods and techniques, and how to produce effective presentations for decision-makers. The course will address policy issues relevant to a broad range of higher education areas: admissions, financial aid, retention, academic program review, outcome assessment, curriculum development, faculty studies, community, alumni and employer surveys, economic impact, and school or campus climate studies. *Not offered 1996-97* *The Department*

ED 807 The Academic Profession (S: 3)

The academic profession is examined from a sociological, cultural, and international perspective, looking at academic work, patterns of academic careers, teaching and research, and related issues. Generally, students in the seminar will engage in a collaborative research project focusing on an aspect of the academic profession. *Philip Altbach*

ED 808 Public Policy, Politics, and Higher Education

Universities and colleges are political institutions. Public policies in higher education are made in a complex political system where multiple actors are involved in shaping the policy agenda. Legislatures, interest groups, professional organizations, and other governmental analysts have equally broad influences on such events as tuition setting among public institutions, wage negotiations with employee unions, and science policy setting in the federal government. This course examines many broad topics on public policy making that are relevant to contemporary colleges and universities. It focuses on the following areas: the role and limits of policy analysis, governmental and bureaucratic policy making including the state and federal governments, and interest group politics and policy making. *Not offered 1996-1997* *Ted I.K. Youn*

PY 811 Seminar in Effects of Early Experience

This course is divided into two parts, both dealing with different types of early experiences. The first part deals with the recent status of hereditary-environment controversies in the areas of race, social class, and sex differences. The second part involves an in-depth analysis of stress factors during the early years. Poverty and methods of early intervention are discussed. Family stress factors such as divorce and day care are analyzed from a family systems approach, and the effects of alternative family-rearing patterns such as single parent families and step-families are analyzed. *Not offered 1996-97* *Beth Casey*

PY 813 Seminar in Social Development and Parenting (S: 3)

This seminar will focus on the social development of the child, and the influence of parenting variables on social development. *Martha Bronson*

PY 814 Seminar: The Psychology of Adulthood
Prerequisite: Permission of the instructor

Topics include historical and cross-cultural perspectives, life cycle theory, psychological needs, physiology, interpersonal relations, cognitive and moral development, androgyny, sexuality, vocational needs, generativity, deviant behavior, family life, integrity and aging, facing death, and the special educational needs of adults. Students will participate in a major research project. *Not offered 1996-97* *John Dacey*

PY 817 Seminar in Adolescent Psychology (S: 3)

Topics discussed may include physical, cognitive, moral, personality, and interpersonal development. *John Dacey*

ED/PY 829 Design of Research (F, S: 3)

This course examines different approaches to the design of qualitative and quantitative research. The epistemology underlying these broad traditions of research designs will be discussed, as will the nature of research problems that different designs may be used to investigate. The manner in which different designs and methods may be used to complement one another also will be treated. *Walter Haney*

PY 840 Seminar: Professional Issues in Counseling Psychology (F: 3)

Prerequisite: Consent of Director of Training

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology. Open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission. *The Department*

PY 841 Seminar in Evaluation and Research in Counseling (F: 3)

Prerequisite: Doctoral students in Counseling Psychology only

This seminar examines the counseling psychology literature emphasizing psychotherapy and counseling treatment research. The seminar format is designed for students to participate actively in class discussions and individual and small group presentations. Students are expected to review critically and discuss the current literature, to present and critique research exemplifying particular topics and designs, and to propose empirical studies that could advance the counseling psychology research agenda. Sign up in the Counseling Psychology Office in advance. *James Mahalik*

PY 842 Seminar in Counseling Theory (S: 3)

Prerequisite: Doctoral students in Counseling Psychology only

This is an analysis of major theories of counseling and psychotherapy. Students will be asked to explore these theories from the perspective of their position in the history of psychology and in light of their current usefulness. The seminar will

also focus on helping students integrate research and counseling techniques into a coherent frame of reference for their own work with clients. Sign up in the Counseling Psychology Office in advance. *By arrangement.* *Etiony Aldarondo*

PY 843 Seminar in Career Development (F: 3)

Prerequisite: PY 448 or equivalent

Research methodology and findings related to key aspects of career theory and behavior are critiqued. Research related to gender differences and racial/ethnic issues is also highlighted. *Roger Worthington*

PY 844 Seminar in Counseling Supervision (S: 3)

Prerequisite: Doctoral students in Counseling Psychology only.

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator. Sign up in the Counseling Psychology Office in advance. *Elizabeth Sparks*

PY 845 Seminar: Group Theory and Research

Prerequisite: PY 640 or equivalent. Doctoral students in Counseling Psychology only.

The theory and research on small group therapy are surveyed. Emphasis is placed on a critical review of both theoretical and methodological issues related to the process and outcome aspects of small-group functioning. Students will be expected to focus on one aspect of small-group functioning in the process of conducting a review of the literature and developing a research proposal to address the identified issues. *Not offered 1996-97* *The Department*

PY 846 Advanced Pre-internship Counseling Practicum (F: 2; S: 1)

Prerequisite: PY 746 or equivalent and consent of Director of Training. Doctoral students in Counseling Psychology only.

Pre-internship placement in mental health setting accompanied by biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship. *The Department*

PY 849 Doctoral Internship in Counseling Psychology (F, S: 1-2)

Prerequisite: Consent of Director of Training. Minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846). Boston College Doctoral Candidates in Counseling Psychology only.

Internships usually cover a calendar year beginning in July. Thus, applications must be submitted in November of the preceding year.

Students must complete the equivalent of one full year in internship (40 hours/week) either for four semesters (1 credit hour per semester) or for two semesters (2 credit hours per semester). Placement in an approved counseling setting for supervised psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities. *By arrangement.*

849.01 (1 credit)
849.02 (2 credits)

Elizabeth Sparks
Roger Worthington

ED/PY 851 Qualitative Research Methods (S: 3)

Students will be introduced to the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Along with several field exercises, the course requires a research project involving participant observation and/or interviewing. *Polly Ulichny*

ED 852 Administrative Communication

The aim of this course is to help students understand administrative communication in its broadest sense within school settings and with outside constituencies. Particular attention is paid to understanding the issues associated with communicating in a diverse society where issues of race, class, gender, and power figure predominately. Issues addressed include labor negotiations, alternative dispute resolution, facilitation of group processes, staff morale, parent relations, and student behavior. The needs and demands of central office personnel, community and public agencies, and the media are addressed. *Not offered 1996-97* *The Department*

ED 859 Readings and Research in Curriculum, Administration and Special Education (F, S, Summer: 3)

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study. Approval by the faculty member is required prior to registration. *By arrangement.* *Lea McGee*

ED/PY 860 Survey Methods in Educational and Social Research

Prerequisite: One year of statistics

The design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Practical issues such as using available sampling frames and minimizing non-response will also be covered. *Not offered 1996-97* *The Department*

ED/PY 861 Construction of Attitude and Opinion Questionnaires

This course is usually taken with ED/PY 860 the second semester as the first of a two-course sequence. Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, and ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed. *Not offered 1996-97* *The Department*

ED 873 Curriculum Development and Design in Higher Education

This course focuses on the evolution of the undergraduate curriculum in American higher education by examining how major social and cultural forces in history have shaped undergraduate education. First, it traces major educational reforms in history and their connections to major cultural and intellectual traditions. Second, it considers

how academic politics and diversity of organizational forms mold undergraduate education, raising a number of questions about means and strategies applied in formulating curricular agenda setting and policy-making at different institutions. *Not offered 1996-97* Ted I.K. Youn

ED 874 Organizational Decision Making in Higher Education

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations. *Not offered 1996-97* Ted I.K. Youn

ED 876 Financial Management in Higher Education (S: 3)

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques). *The Department*

ED 878 Seminar on Law and Higher Education (S: 3)

Prerequisite: ED 705

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, collective bargaining, and free speech. *Diana Pullin*

ED 879 Gender Issues and Higher Education (F: 3)

Topics include the following: the history of women in higher education, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners.

Restricted to doctoral students or master's students with permission. *Karen Arnold*

ED/PY 888 Master's Comprehensives (F, S, Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

The Department

ED/PY 910 Readings and Research in Counseling, Developmental Psychology and Research Methods (F, S, Summer: 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. Approval

by the faculty member is required prior to registration. *By arrangement. The Department*

PY 912 Participatory Action Research: Gender, Race and Power (F: 3)

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will be used as additional resources for understanding and representing the individual and collective stories co-constructed through the research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research. *M. Brinton Lykes*

PY 913 Seminar in Theories of Motivation

Prerequisite: Permission of instructor

A study of traditional theories (James McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal, and reinforcement). Particular attention will be given to implications for classroom procedures. *Not offered 1996-97* Jay King

PY 915 Culture and Psychology

This course will explore select psychological constructs and processes (for example, the self, family, and community relations, and suffering), toward a rethinking of the relationship of culture and psychology and its implications for intercultural collaboration and action. *Not offered 1996-97* M. Brinton Lykes

PY 916 Seminar in Theories of Child Development (F: 3)

This course provides an opportunity to discuss classic and current theories of child development. Primary work of critical theorists will be read and discussed, as well as current empirical work derived from different theoretical bases. The links among theory, research, and application will be a central theme throughout the course. *Penny Hauser-Cram*

PY 917 Cognitive-Affective Bases of Behavior (F: 3)

An advanced introduction to the basic processes of cognitive and affective development. The course acquaints students with fundamental principles, classic problems, and perennial themes that have emerged from research in cognitive and affective development across the life span. *Richard Lerner*

ED/PY 941 Dissertation Seminar in Counseling, Developmental Psychology and Research Methods (F, S: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor

Focus will be on research topics relevant to psychology. The course is designed to assist students in the preparation of a formal doctoral dissertation proposal. Students must present a draft proposal for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course. *Kenneth Wegner*

ED 951 Dissertation Seminar in Curriculum, Administration and Special Education

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee. *Not offered 1996-97* The Department

ED 953 Advanced Seminar in Supervision (F: 3)

This course offers an historical review of theories of supervision and evaluation, including assessment of pedagogy in the classroom. Students are introduced to a broad range of contemporary issues: teachers as researchers, teachers as professionals in schools, site-based management, collegial governance, and external realizations. Students are asked to explore ways in which the broad range of contemporary research methodologies can enhance the supervisory practice of school leaders, especially in the creation of communitarian institutions. *Gary Yee*

ED 956 Seminar on Law and Elementary and Secondary Education

Prerequisite: ED 705 or consent of instructor

This seminar focuses on legal, policy, and ethical issues that affect preschool, elementary, secondary, and special education in the United States. The primary focus will be upon contemporary legal issues confronting educators, including such issues as access to education reform laws and their impact on curriculum and instruction; equal educational opportunity; curriculum control; school finance; and student, teacher, administrator, and parental rights. *Not offered 1996-97* Diana Pullin

ED 960 Seminar in Educational Measurement and Research (S: 3)

This course is an examination of theoretical and procedural developments in measurement, evaluation, and research methodology. *Albert Beaton*

ED 969 Integrating Contemporary Issues in Education

This course examines a broad range of current social, moral, political, and economic topics, and attempts to explore methods of including these issues within the existing curriculum that we offer our students. This course will also focus on how contemporary social issues influence children and adolescents and how educators can effectively respond to these factors. *Not offered 1996-97* The Department

ED 973 Seminar in Research in Higher Education (F: 3)

Prerequisite: ED/PY 778

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products. Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged. The topic for fall 1996 is Advanced Topics in Student Development Theory. *Karen Arnold*

ED 975 Internship in Higher Education (F, S, Summer: 3)

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education. Restricted to M.A. and Ph.D. students in Higher Education, with special section for Administrative Fellows in Higher Education.

*Philip Altbach
Karen Arnold
Ted I.K. Youn*

ED/PY 988 Dissertation Direction (F, S: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ED/PY 998 Doctoral Comprehensives (F, S: 0)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

The Department

ED/PY 999 Doctoral Continuation (F, S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

The Department

**FACULTY**

Francis J. Kelly, *Professor Emeritus*; A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Mary T. Kinnane, *Professor Emeritus*; A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Pierre Lambert, *Professor Emeritus*; B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., D.Ed., Cornell University

Edward J. Power, *Professor Emeritus*; B.A., St. John's University; M.S.Ed., Ph.D., University of Notre Dame

John F. Travers, *Professor Emeritus*; B.A., M.S.Ed., Ph.D., Boston College

Irving Hurwitz, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

Mary Griffin, *Associate Professor Emeritus*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

Peter W. Airasian, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago

Philip Altbach, *Professor*; A.B., A.M., Ph.D., University of Chicago

Albert Beaton, *Professor*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

Mary M. Brabeck, *Professor*; B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

M. Beth Casey, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University

Marilyn Cochran-Smith, *Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania

John S. Dacey, *Professor*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

Walter M. Haney, *Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University

William K. Kilpatrick, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

George T. Ladd, *Professor*; B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

George F. Madaus, *Boisi Professor*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Lea McGee, *Professor*; B.S., Miami University; M.A., Old Dominion University; Ed.D., Virginia Tech

Ronald L. Nuttall, *Professor*; A.B., A.M., Ph.D., Harvard University

Gerald J. Pine, *Professor*; A.B., M.Ed., Boston College; Ph.D., Boston University

Diana C. Pullin, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., The University of Iowa

John Savage, *Professor*; A.B., Iona College; Ed.D., Boston University

Mary E. Walsh, *Professor and Associate Dean*; B.A., Catholic University; M.A., Ph.D., Clark University

John E. Cawthorne, *Research Professor*; A.B., Harvard College; M.A.T., Antioch-Putney Graduate School of Education

Lillian Buckley, *Associate Professor*; B.S., Framingham State College; Ed.M., Ed.D., Boston University

Karen Arnold, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

Martha Bronson, *Associate Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University

Penny Hauser-Cram, *Associate Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

John A. Jensen, *Associate Professor*; A.B., Cornell University; A.M., Ed.D., University of Rochester

Joan C. Jones, *Associate Professor*; B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

John B. Junkala, *Associate Professor*; B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Maureen E. Kenny, *Associate Professor*; B.A., Brown University; Ph.D., University of Pennsylvania

Larry Ludlow, *Associate Professor*; B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Associate Professor*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College

James R. Mahalik, *Associate Professor*; B.S., M.A., Ph.D., University of Maryland

Jean Mooney, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Bernard A. O'Brien, *Associate Professor*; A.B., Boston College; A.M., Ph.D., Catholic University of America

Alec F. Peck, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Joseph J. Pedulla, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College

Michael Schiro, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University

Edward B. Smith, *Associate Professor*; A.B., M.A., Loyola University; Ph.D., University of Chicago

Kenneth W. Wegner, *Associate Professor*; B.S., M.Ed., Ed.D., University of Kansas

Ted I.K. Youn, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Philip DiMattia, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College

Etiony Aldarondo, *Assistant Professor*; B.A., Temple University; M.A., Ph.D., University of Massachusetts, Amherst

Ralph Edwards, *Assistant Professor*; B.A., City College of New York; M.A., Bank Street College; Ed.D., Harvard University

Sara Freedman, *Assistant Professor*; B.A., Brandeis University; M.S., Lesley College; Ed.D., University of Massachusetts, Amherst

Jay T. King, *Assistant Professor*; B.S., Union College; M.Ed., Tufts University; Ph.D., University of Rhode Island

Otherine Neisler, *Assistant Professor*; B.A., Brandeis University; M.A., Fairfield University; Ph.D., Syracuse University

Joseph M. O'Keefe, S.J., *Assistant Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

Theresa Powell, *Assistant Professor*; Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

Elizabeth Sparks, *Assistant Professor*; B.A., Wellesley College; M.Ed., Columbia University; Ph.D., Boston College

Polly Ulichny, *Assistant Professor*; B.A., University of Wisconsin; M.Ed., Boston University; Ed.D., Harvard University

Roger Worthington, *Assistant Professor*; A.A., Fullerton Community College; B.A., California State University; M.A., Ph.D., University of California, Santa Barbara

Gary Yee, *Assistant Professor*; B.A., University of California, Berkley; M.P.A., California State University, Hayward; Ed.D., Stanford University

Nancy J. Zollers, *Assistant Professor*; B.S., M.S., Ph.D., Syracuse University



LAW SCHOOL

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical and professional development while fostering a unique spirit of community among its students, faculty and staff. The 40-acre Law School campus in Newton is easily accessible by car and public transportation and has extensive academic, administrative and service facilities. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.



PRE-LEGAL STUDIES

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study that can relate to subsequent legal education.

ADMISSION REQUIREMENTS

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT) and subscribe to the Law School Data Assembly Service (LSDAS). The Law School has no minimum cutoff for either GPA or LSAT. Every application is read by the Director of Admissions and/or a member of the Admissions Committee. Boston College Law School strongly encourages applications from qualified minorities, disabled candidates or other students who have been socially, economically, or culturally disadvantaged.

APPLICATION PROCEDURES

Application must be made upon the official forms, and, as noted therein:

- Official transcripts of all collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- Two recommendations must be submitted with the application to the Law School.
- Decisions made by the Committee on Admissions will be mailed to applicants beginning in December. The application fee is not refundable.
- Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School within the time limit specified in the letter of acceptance payable by June 1. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.

- First semester tuition and charges must be fully paid by August 15, or the date set in the tuition bills, in order to retain a place in the entering class.

REGISTRATION FOR BAR EXAMINATION

Each student intending to take a state bar examination should determine, by writing to the secretary of the Board of Bar Examiners of that state, the standards and requirements for admission to practice. Some states require a student, prior to or shortly after beginning the study of law, register with the Board of Bar Examiners of the state in which he or she intends to practice. The Dean of Students' office has bar examination information available.

AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Usually, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another AALS-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Relatively few students with advanced standing are admitted each year. Each transfer applicant must submit a transcript of his or her law school record, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications must be received by July 1, from those wishing to enroll for the fall semester.

FINANCIAL AID PROGRAMS

All financial aid is processed through the University's Office of Financial Aid and the Law School Admissions Office. Awards are made on the basis of need and may include tuition remission scholarships as well as low-interest loan funds. The Law School has also developed a Public Interest Loan Assistance program providing financial assistance to graduates taking traditionally lower-paying positions in government, non-profit corporations, and legal services programs. Applicants wishing to be considered for financial aid may obtain the necessary applications by writing to the Boston College Office of Financial Aid, Lyons Hall 120, Chestnut Hill, MA 02167.

JOINT J.D./M.B.A. PROGRAM

The Carroll School of Management and the Law School at Boston College have a joint J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admissions Offices of both schools.

JOINT J.D./M.S.W. PROGRAM

The Graduate School of Social Work and the Law School at Boston College have a joint J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the usual five years. Joint degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the admissions offices of both schools.

JOINT DEGREE PROGRAMS

The Law School encourages individual students who may be interested in joint degree programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area, to propose a program to the Law School's Associate Dean for Academic Affairs. An average of six or more students each year are in programs that have been developed by students with the approval of the two schools involved.

In addition to the above, students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of Registration.

Tuition for joint programs is separately arranged.

London Program

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices, and are supervised by a full-time member of the Boston College Law School faculty.

INFORMATION

For a more detailed description of course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions, Boston College Law School, 885 Centre Street, Newton, MA 02159.

**FACULTY**

Richard G. Huber, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

Francis J. Nicholson, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

Emil Slizewski, *Professor Emeritus*; A.B., L.B., Boston College.

Hugh J. Ault, *Professor*; A.B., LL.B., Harvard University

Charles H. Baron, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

Arthur L. Berney, *Professor*; A.B., LL.B., University of Virginia

Robert C. Berry, *Professor*; A.B., University of Missouri; LL.B., Harvard University

Robert M. Bloom, *Professor*; B.S., Northeastern University; J.D., Boston College

Mark S. Brodin, *Professor*; B.A., J.D., Columbia University

George D. Brown, *Professor*; A.B., LL.B., Harvard University

Daniel R. Coquillette, *Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University

Peter A. Donovan, *Professor*; A.B., LL.B., Boston College; LL.M., Georgetown University; LL.M., Harvard University

Scott FitzGibbon, *Professor*; A.B., Antioch College; J.D., Harvard University

John M. Flackett, *Professor*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

Sanford J. Fox, *Professor*; A.B., University of Illinois; LL.B., Harvard University

Sanford N. Katz, *Professor*; A.B., Boston University; J.D., University of Chicago

Thomas C. Kohler, *Professor*; A.B., Michigan State University; J.D., Wayne State University

Cynthia C. Lichtenstein, *Professor*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago

Zygmunt J. B. Plater, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., University of Michigan

James R. Repetti, *Professor*; B.A., Harvard University; M.B.A., J.D., Boston College

James S. Rogers, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University

Robert H. Smith, *Professor*; B.A., Wesleyan University; J.D., University of Chicago

Aviam Soifer, *Professor and Dean*; B.A., M. Urban Studies; J.D., Yale University

Michael Ansaldi, *Associate Professor*; A.B., Columbia University; J.D., Yale University

Phyllis Goldfarb, *Associate Professor*; B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University

Ingrid Hillinger, *Associate Professor*; A.B., Barnard College; J.D., College of William & Mary

Ruth-Arlene W. Howe, *Associate Professor*; A.B., Wellesley College; S.M., Simmons College; J.D., Boston College

Judith A. McMorrow, *Associate Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

Sharon Hamby O'Connor, *Associate Professor and Law Librarian*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

Mark R. Spiegel, *Associate Professor*; A.B., University of Michigan; J.D., University of Chicago

Alfred C.C. Yen, *Associate Professor*; B.S., M.A., Stanford University; J.D., Harvard University

Mary S. Bilder, *Assistant Professor*; B.A. University of Wisconsin, Madison; A.M., J.D., Ph.D. (cand.), Harvard University

Anthony Farley, *Assistant Professor*; B.A., University of Virginia; J.D., Harvard University

Kent Greenfield, *Assistant Professor*; A.B., Brown University; J.D., University of California Law School

Dean M. Hashimoto, *Assistant Professor*; A.B., Stanford University; M.S., University of California (Berkeley); M.P.H., Harvard University; M.D., University of California (San Francisco); J.D., Yale University

Frank R. Herrmann, S.J., *Assistant Professor*; A.B. Fordham University; M.Div., Woodstock College; J.D., Boston College

Ray Madoff, *Assistant Professor*; A.B. Brown University; J.D., LL.M., New York

Pamela Smith, *Assistant Professor*; B.S., Devry Institute of Technology; M.B.A., St. Thomas University; J.D., Tulane University Law School

Joan Blum, *Adjunct Associate Professor*; A.B., Radcliffe College; J.D., Columbia University

Jane K. Gionfriddo, *Adjunct Associate Professor*; B.A., Wesleyan University; J.D., Boston University

Jean E. McEwen, *Adjunct Associate Professor*; B.A., University of Minnesota; J.D., Northwestern University

Francine T. Sherman, *Adjunct Associate Professor*; B.A., University of Missouri; J.D., Boston College

Daniel Barnett, *Adjunct Assistant Professor*; B.A., J.D., University of the Pacific

Leslie Espinoza, *Adjunct Assistant Professor*; B.A., University of Redlands; J.D., Harvard University

George Fisher, *Adjunct Assistant Professor*; A.B., J.D., Harvard University

Elisabeth Keller, *Adjunct Assistant Professor*; B.A., Brandeis University; M.A., J.D., Ohio State University

Daniel Kanstroom, *Adjunct Assistant Professor*; B.A., State University of New York, Binghamton; J.D. Northeastern University

Alan Minuskin, *Adjunct Assistant Professor*; B.A., University of Miami; J.D., New England School of Law

Paul R. Tremblay, *Adjunct Assistant Professor*; B.A., Boston College; J.D., University of California at Los Angeles



THE WALLACE E. CARROLL GRADUATE SCHOOL OF MANAGEMENT

The Wallace E. Carroll Graduate School of Management at Boston College was established in 1958. From its inception, the school has interacted continuously with the business community and built on this relationship to craft outstanding educational programs characterized by innovation and service to the community.

The Carroll Graduate School of Management offers four graduate degree programs: the Master of Business Administration (M.B.A.), the Master of Science in Finance (M.S.F.), the Ph.D. in Management with a Concentration in Finance, and the Ph.D. in Management with a Concentration in Organization Studies.

In addition, the School offers four dual degree programs: the Master of Business Administration/Juris Doctor (M.B.A./J.D.), the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.), the Master of Business Administration/Ph.D. in Sociology, and the Master of Business Administration/Master of Science in Nursing (M.B.A./M.S.N.). Students may also augment the M.B.A. degree with a Certificate in Manufacturing Engineering from Tufts University.



ACCREDITATION

The Boston College Wallace E. Carroll School of Management is fully accredited by the American Assembly of Collegiate Schools of Business. The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

The Master of Business Administration (M.B.A.) program offers a broadly based management education characterized by active, hands-on learning, ethical awareness, and mastery of global business trends.

A new curriculum, structured around the theme of Management Practice (MP), provides a framework for management education. Management Practice organizes the curriculum into four modules that present key managerial concepts and tools. The purpose of the MP sequence is to highlight the qualities characteristic of successful managers in today's global organizations—strategic vision, problem-solving ability, team orientation, communication skills, and an interdisciplinary knowledge base. The MP-based curriculum pre-

pares students for their roles as leaders and action-takers who are able to work effectively with people and create value for their organizations and society.

Course work in all the functional areas of management is complemented by group work and consulting projects for area businesses that allow students to apply what they have learned in the classroom.

The M.B.A. program comprises 55 credits and is offered on a full-time and part-time basis. The full-time option is a two-year program. Students in the part-time option generally attend classes two evenings a week and often take one or two courses during the summer session; the program is usually completed in three and a half or four years.

Six courses (eighteen credits) are open to the student's election, with most students choosing to concentrate three of their electives in an area of specialization. Currently, concentrations are offered in the following areas: Accounting, Consulting, Finance, General Management, Marketing, Operations Management, Organization Studies, and Strategic Management. In addition, cross-functional "Specialty Concentrations" are available in Entrepreneurship, International Management, Leadership for the Common Good (part-

time option only), and the Management of Financial Institutions. Elective offerings are described in the Graduate Management Bulletin.

The minimum course load for all full-time M.B.A. students is 12 student credit hours (sch) per semester; the minimum for part-time M.B.A. students is 6 sch per semester.

JOINT DEGREE PROGRAMS

Joint J.D.-M.B.A. Program

The Graduate School of Management (GSOM) and the Law School at Boston College offer a joint J.D.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given toward the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given toward the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately.

Joint J.D.-M.B.A. degree candidates are billed at the Law School tuition rate for their first year at the Law School and at the GSOM rate for their first year in the M.B.A. program. They are billed at the Law School rate for their final two years of the program (during which time they take three semesters' work at the Law School and one semester at GSOM). Interested candidates can obtain detailed information from the respective Graduate Deans' Offices.

Joint M.S.W.-M.B.A. Program

The Graduate School of Management and the Graduate School of Social Work (GSSW) offer a joint M.S.W.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given toward the M.S.W. degree, and, similarly, credit for one semester's courses in the M.S.W. program is given toward the M.B.A. degree. Both degrees can thus be obtained within three academic years, rather than the four required for completing the two degrees separately.

Joint M.S.W.-M.B.A. degree candidates are billed at the GSSW rate for their first year in the M.S.W. program, and at the GSOM rate for their first year in the M.B.A. program. They are billed at the M.B.A. rate the first semester and at the M.S.W. rate the second semester in their final year of the program (during which time they take the equivalent of one semester's work at each school). Interested candidates can obtain more detailed information from the respective Graduate Deans' Offices.

Joint M.B.A.-Ph.D. in Sociology Program (M.B.A.-M.A. also offered)

The Graduate School of Management and the Department of Sociology at Boston College have a joint M.B.A.-Ph.D. program. To enter this program, students must be independently admitted to both schools. The joint degree program requires approximately one less year of course work

than the two degrees taken separately. Joint degree candidates complete 42 credits in GSOM, and 39 credits and a doctoral dissertation in the Department of Sociology. Interested candidates can obtain more detailed information from the respective Graduate Deans' Offices.

Joint M.S.N.-M.B.A. Program

The Graduate School of Management and the Graduate School of Nursing have a joint M.S.N.-M.B.A. Program. This program is open to nurses. Students must be independently admitted by both schools. The joint degree program requires approximately one year less than obtaining the two degrees separately. Joint degree candidates take courses in both graduate schools each semester. Students in this program will be charged as follows: during the fall semester, in the first year, and in the third year at the Nursing rate, and during the second semester of the first year, in the Summer Session and in the second year at the M.B.A. rate. Interested candidates can obtain more detailed information from the respective Graduate Deans' Offices.

M.B.A. CURRICULUM

Full-Time Program

Management Practice Courses

MM 720 Management Practice I: Leading Organizations (6 credits)

MM 730 Management Practice II: Acting in Organizations (5 credits)

MM 740 Management Practice III: Managing Strategically (3 credits)

MM 750 Management Practice IV: Managing in a Changing World (3 credits)

Core Courses

MA 713 Accounting (2 credits)

MB 712 Managing People and Organizations (2 credits)

MD 714 Statistics (2 credits)

MD 715 Microeconomics (1 credit)

MD 716 Modeling and Decision Analysis (1 credit)

MD 723 Operations Management (2 credits)
Prerequisite: MD 714 Statistics

MD 724 Macroeconomics (1 credit)

MF 722 Financial Management (2 credits)
Prerequisite: MA 713 Accounting

MK 721 Marketing (2 credits)

MM 725 Managing in the Global Environment (1 credit)

Core Electives

Two of the following courses (2 credits each):

MA 726 Accounting Tools

MB 728 Current Topics in Human Resource Management

MD 729 Managing Operations for Competitive Advantage

MF 727 The Global Financial System

MK 719 Key Strategies in Marketing

Six Electives (18 credits total)

Part-Time Program

Management Practice Courses

MM 703 Management Practice I: Management Skills Workshops (1 credit)

MM 702 Management Practice II: Leadership Workshop (3 credits)

MM 710 Management Practice III: Strategic Management (3 credits)

MM 711 Management Practice IV: Social Issues in Management (3 credits)

Core Courses

MA 701 Accounting (3 credits)

MB 709 Managing People and Organizations (3 credits)

MC 707 Computer Information Systems (3 credits)

MD 700 Economics (3 credits)

MD 705 Statistics (3 credits)

MD 707 Operations Management (3 credits)
Prerequisite: MD 705 Statistics

MF 704 Financial Management (3 credits)
Prerequisite: MA 701 Accounting

MK 705 Marketing (3 credits)

MM 708 Managing in the Global Environment (3 credits)

Six Electives (18 credits total)

Course Waiver Policies

Students who have demonstrated mastery in a subject area can receive advanced standing credit, thus reducing the total number of credits required for the M.B.A. degree. In addition, the equivalency policy permits students to substitute an elective for a core course in those cases where they have demonstrated a mastery of the subject matter.

Special Study

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

Thesis Option: The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice. The thesis, administered through MM 891 and MM 892, offers six credits.

Independent Study Project: A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum.

To qualify for an independent study project, the student *must submit a written proposal* for the endorsement of the faculty member and the Graduate Dean.

Research Teams: On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.

SEMESTER STUDY ABROAD

Boston College maintains international student exchange programs with several overseas business schools. Students selected to participate in these programs spend the fall semester of their second year abroad. They may also spend the preceding summer in intensive language instruction programs. Students who successfully complete the program abroad receive credit for four courses.

FURTHER INFORMATION

For further information on M.B.A. programs, contact the Graduate Dean's Office, Fulton Hall 320, at 617-552-3773.

MASTER OF SCIENCE IN FINANCE

The Master of Science in Finance (M.S.F.) program offers advanced financial training that builds on a foundation of business and quantitative skills. The program provides a strong conceptual understanding of finance and develops students' analytical abilities. Candidates come with interests in such areas as banking, international finance, investments, corporate finance, and insurance. Most students in the program have a bachelor's or master's degree in a business discipline; students with backgrounds in other fields are generally required to complete a core program in management.

The standard M.S.F. program is comprised of 30 credit hours (eight required courses and two electives) and is offered on a full- and part-time basis. This ten-course schedule is designed to be completed in one calendar year of full-time or two years of part-time study, including one summer. For further information, contact the Graduate Finance Programs Office, Fulton Hall 315, at 617-552-4488.

M.S. in Finance Standard Curriculum

MF 801 Investments: The Valuation of Financial Instruments

MF 807 Corporate Finance

MF 808 Financial Policy

MF 820 Management of Financial Institutions

MF 852 Quantitative Methods in Finance

MF 860 M.S. Seminar: Derivatives and Risk Management

MF 880 Capital Market Theory

MF 881 Theory of Corporate Finance

Two Electives

M.S. in Finance with a Concentration in Financial Services Curriculum

The curriculum for students who elect to pursue the concentration in financial services consists of ten required courses, six of which are derived from the standard M.S.F. curriculum. The four remaining courses provide advanced training in the management of financial institutions; the development and valuation of financial services and products; and accounting, marketing, and information management for financial institutions. This option is not available to full-time students who begin the program in January. Please contact the Graduate Finance Programs Office for further information.

MF 801 Investments: The Valuation of Financial Instruments
 MF 807 Corporate Finance
 MF 808 Financial Policy
 MF 820 Management of Financial Institutions
 MF 852 Quantitative Methods in Finance
 MF 881 Theory of Corporate Finance
 MF 840 Special Topics in Financial Services Management
 MF 841 Risk Management and Portfolio Strategy
 MA 815 Accounting for Financial Institutions
 MK 815 Marketing and Information Management for Financial Institutions

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a concentration in Finance prepares students for careers in teaching and research in finance. Students receive training in economic and financial theory and quantitative methods; small class sizes provide a supportive environment for the exchange of ideas.

Students are required to submit a research paper by the end of the first summer. After completing the majority of the 18 courses in the first two years of the program, Ph.D. candidates take comprehensive examinations. In addition, all students work as research assistants for 15 hours each week for the first two years of the program. The last portion of the program—up to two years—is devoted to the dissertation. Ph.D. candidates also work as research or teaching assistants during this time. For further information, contact the Graduate Finance Programs Office, Fulton 315, at 617-552-4488.

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES

Boston College offers a Ph.D. in Management with a concentration in Organization Studies. The program is designed to provide the knowledge of theory and research methods, as well as the practical skills that enable the student to become a productive scholar and an excellent teacher.

The intellectual theme of the program emphasizes organizational transformation—the fundamental changes in organizations that influence their character and effectiveness. This theme reflects the faculty's view that organizations in the 1990s and beyond will face fundamental change at a faster pace than ever before, and organization members will need new knowledge and skills to make such changes constructive.

The student is expected to be full-time at the University for four years in order to complete course requirements and a dissertation. Financial support as well as tuition remission is available for students who serve as research and teaching assistants while in residence.

A separate brochure is available describing the program, prerequisites, and application procedures in detail. For further information, contact the Organization Studies Office at 617-552-0450.

ADMISSION INFORMATION

Master of Business Administration

The Carroll School of Management welcomes applications from graduates of accredited colleges and universities. For the M.B.A. program, the Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the Carroll School of Management's M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are expected to take the GMAT.

The Admissions Committee looks for evidence in M.B.A. candidates of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Master of Science in Finance

Most students enter the M.S.F. program with a background in business or management. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required. An applicant's quantitative skills are weighed heavily in the admissions decision. The GMAT is required for admission.

Ph.D. in Finance

Admission to the Ph.D. program is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparations in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received an M.B.A., or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

International Students

All applicants who did their undergraduate work outside the United States must have the equivalent of an American bachelor's degree (equivalency to be determined by the Graduate Dean of the School or the University Registrar). In addition, all students whose first language is not English or who have not graduated from an Ameri-

can university are required to take the Test of English as a Foreign Language (TOEFL).

The minimum score on the TOEFL is a 600 for all four Graduate Management Programs. An official score report should be sent to the Wallace E. Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02167-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. program, and one year for the M.S.F. program.

Prospective international students with particular questions may wish to contact: Program Director, International Student Services, Intercultural Office, Boston College, McElroy Commons 114, Chestnut Hill, MA 02167 USA; telephone: 617-552-8005; fax: 617-552-3473

FINANCIAL ASSISTANCE

Graduate Assistantships and Scholarships

The Carroll School of Management offers graduate assistantships or scholarships to approximately one-third of entering full-time M.B.A. and M.S.F. classes. Assistantships and scholarships are merit-based awards. Awardees usually have two or more years of full-time work experience, 630 or above on the GMAT, 3.2 or above grade point average, and a strong set of application materials.

NOTE: Interested applicants must submit with their application a cover letter describing their skills and areas of interest and a current resume. These materials must be submitted to the M.B.A. program by March 1 and to the M.S.F. program by October 15 for January admission, or April 1 for September admission.

Graduate assistantships involve teaching, research, or administrative duties in exchange for tuition remission. Students are generally appointed to 8-hour or 16-hour assistantships. There are a limited number of assistantships available to both domestic and international applicants.

Eight-hour assistantships carry 12 credits (4 courses) of tuition remission. Sixteen-hour assistantships carry 31 credits (11 courses) of tuition remission for first-year M.B.A. students and 24 credits (8 courses) of tuition remission for M.S.F. students and second-year M.B.A. students. Tuition remission is partially taxable income.

Scholarships are awarded on the basis of merit and vary in amount. Final decisions regarding assistantships and scholarships are made in April and May.

Students who receive a scholarship or assistantship during the first year and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

NOTE: There are a limited number of assistantships open to second-year students who did not receive support for the first year of study.

Ph.D. candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and

as either a research assistant or a teaching assistant for the second two years.

University Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, the University Financial Aid Office offers a variety of programs to help students finance their education. See pages 8 and 9 of the University section of this Catalog for more information.

CAREER SERVICES

The Office of Career Services provides M.B.A. and M.S.F. students and alumni with comprehensive services to support all aspects of career planning. These services are tailored to their specific needs and include the following: career advising, interviewing and resume-writing help, career panels, company site visits, and extensive career research resources.

The Office also coordinates several placement activities, including a campus recruiting program, a job posting system, resume books for both first- and second-year students and two Career Fairs. In addition, the office maintains a database of many active alumni career advisers who provide students with guidance and act as advocates within their organizations.

FOR MORE INFORMATION

For a more detailed description of course offerings and academic policies, applicants should consult the Graduate Management Bulletin. Information is also available on the World Wide Web at http://www.bc.edu/bc_org/avp/csom/

Prospective students should direct inquiries to the specific program in which they are interested:

M.B.A.: M.B.A. Office of Admissions, Wallace E. Carroll Graduate School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02167-3808; telephone: 617-552-3920; fax: 617-552-8078.

M.S.F. and Ph.D. in Finance: Graduate Finance Programs, Wallace E. Carroll Graduate School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02167-3808; telephone: 617-552-4488; fax: 617-552-8078.

Ph.D. in Organization Studies: Department of Organization Studies, Wallace E. Carroll Graduate School of Management, Boston College, Fulton Hall, Room 430, Chestnut Hill, MA 02167-3808; telephone: 617-552-0450.



FACULTY

Accounting

Arnold Wright, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.

Jeffrey R. Cohen, *Associate Professor*; Chairperson of the Department; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Louis S. Corsini, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Theresa Hammond, *Associate Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.P.A.

Gil J. Manzoni, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Billy Soo, *Associate Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Progyan Basu, *Assistant Professor*; B.E., Jadavpur University, India; M.B.A., University of Missouri, Kansas City; Ph.D., University of Nebraska, Lincoln

Elaine M. Harwood, *Assistant Professor*; B.S., M.B.A., California State Polytechnic University; Ph.D., University of Southern California; C.P.A.

Thomas Porter, *Assistant Professor*; B.S., University of Maryland; M.S.M., Georgia Institute of Technology; Ph.D., University of Washington; C.P.A.

Louise E. Single, *Assistant Professor*; B.S., Georgetown; M.T.X., Georgia State; Ph.D., University of Florida; C.P.A.

Gregory Trompeter, *Assistant Professor*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A.; C.M.A.

Ganesh Krishnamoorthy, *Assistant Professor*; B.C., M.C., University of Delhi; M.A., Bowling Green State; Ph.D., University of Southern California; C.P.A.

Dorothy Lee Warren, *Assistant Professor*; B.A., Randolph Macon Women's College; M.B.A., Vanderbilt University; Ph.D., University of Georgia

Gerald Holtz, *Lecturer*; A.B., Colby College; M.B.A., Harvard University; C.P.A.

Business Law

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

David P. Twomey, *Professor*; Chairperson of the Department; B.S., J.D., Boston College; M.B.A., University of Massachusetts

Christine O'Brien, *Associate Professor*; B.A., J.D., Boston College

Alfred E. Sutherland, *Associate Professor*; B.S., A.M., J.D., Boston College

Computer Science

Peter G. Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

James Gips, *Associate Professor*; B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Peter Kugel, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

Michael C. McFarland, S.J., *Associate Professor*; A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

C. Peter Olivieri, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Edward Sciore, *Associate Professor*; Chairperson of the Department; B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Robert Muller, *Assistant Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

Finance

Francis B. Campanella, *Professor*; B.S. Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

Edward J. Kane, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor*; Chairperson of the Department; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

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Robert Taggart, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Sheridan Titman, *Collins Professor*; B.S., University of Colorado; M.S., Ph.D., Carnegie-Mellon University

George A. Aragon, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

Elizabeth Strock Bagnani, *Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Clifford G. Holderness, *Associate Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

John G. Preston, *Associate Professor*; B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Nickolaos G. Travlos, *Associate Professor*; B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

William J. Wilhelm, *Associate Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

V. Ravi Anshuman, *Assistant Professor*; B. Tech., Indian Institute of Technology; Ph.D., University of Utah

Edith Hotchkiss, *Assistant Professor*; B.A., Dartmouth; Ph.D., New York University

Marketing

Victoria L. Crittenden, *Associate Professor*; Chairperson of the Department; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

John T. Hasenjaeger, *Associate Professor*; B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Raymond F. Keyes, *Associate Professor*; A.B., Colby College; M.B.A., Boston College

Michael P. Peters, *Associate Professor*; B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Martin Roth, *Associate Professor*; B.A., M.B.A., Ph.D., University of Pittsburgh

Ingrid Martin, *Assistant Professor*; B.A., University of New Mexico; M.A., Michigan State University; Ph.D., University of Southern California-Los Angeles

Jean Romeo, *Assistant Professor*; B.S., Bucknell University; Ph.D., University of Massachusetts, Amherst

Gerald E. Smith, *Assistant Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Eugene Bronstein, *Lecturer*; A.B., Dartmouth College; M.B.A., Harvard University

Operations and Strategic Management

Walter H. Klein, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Joseph A. Raelin, *Professor*; A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Jeffrey L. Ringuest, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

Larry P. Ritzman, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Associate Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Hassell McClellan, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

M. Hossein Safizadeh, *Associate Professor*; Chairperson of the Department; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Associate Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

Randolph H. Case, *Assistant Professor*; B.S., University of Virginia; M.B.A., Columbia University; Ph.D., University of Pennsylvania

Charles E. Downing, *Assistant Professor*; B.A., M.S., Ph.D., Northwestern University

Catherine L. Bendheim, *Assistant Professor*; B.S., Lycee Michel Montaigne, France; M.S., Ecole Nationale Supérieure De Chimie, France; M.B.A., Ph.D., University of Massachusetts, Amherst

Debasish N. Mallick, *Assistant Professor*; B.Tech., Indian Institute of Technology; M.B.A., University of Arkansas; Ph.D., University of Texas, Austin

Lawrence Halpern, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

David R. McKenna, *Lecturer*; B.S., M.B.A., Boston College

Organization Studies—Human Resources Management

Donald J. White, *Dean Emeritus and Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

Jean M. Bartunek, R.S.C.J., *Professor*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

William R. Torbert, *Professor*; B.A., Ph.D., Yale University

Dalmar Fisher, *Associate Professor*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Judith R. Gordon, *Associate Professor*; Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

John W. Lewis, III, *Associate Professor*; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Richard P. Nielsen, *Associate Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

Judith Clair, *Assistant Professor*; B.A., University of California; Ph.D., University of Southern California

W.E. Douglas Creed, *Assistant Professor*; B.A., M.A., Yale Divinity School; Ph.D., University of California, Berkeley

Candace Jones, *Assistant Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah



GRADUATE SCHOOL OF NURSING

In its quest for excellence and influence, the School of Nursing offers a Master of Science degree program and a Doctor of Philosophy degree program for qualified nurses who seek advanced study in nursing as preparation for clinical research and clinical leadership.



DOCTOR OF PHILOSOPHY DEGREE PROGRAM WITH A MAJOR IN NURSING

The Ph.D. Program in Nursing is a post-Master's research-oriented degree. The focus of this program is on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness. The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities. Low student-faculty ratios and a research mentorship permit students to complete the program in the normative amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

While it is a full time program, course work may be taken on a three or four year trajectory. The three year plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program.

Students in the four year plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

PROGRAM OF STUDY

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life process, health), and programs of research (uncertainty, sensory preparation, etc.) and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

NU 701 Epistemology of Nursing	3 credits
NU 702 Strategies for Knowledge Development	3 credits
PL 593 Philosophy of Science	3 credits
NU 710 Themes of Inquiry I: Clinical Topics	3 credits
NU 711 Themes of Inquiry II: Clinical Judgment	3 credits
NU 820 Expanding Paradigms for Nursing Research	3 credits
NU 821 Nursing Research and Health Policy Formulation	3 credits
Quantitative/Qualitative Methods of Research	3 credits
Statistics/Computer Application and Analysis of Data	3 credits
Measurement/Norm & Criterion-References Data	3 credits
Advanced Qualitative/Quantitative Methods	3 credits
NU 810 Research Practicum I	1 credit
NU 811 Research Practicum II	1 credit
NU 812 Research Practicum III	1 credit
NU 813 Research Practicum IV	1 credit
Cognate	3 credits
NU 998 Doctoral Comprehensives	0 credits
NU 901 Dissertation Advisement	3 credits
NU 902 Dissertation Advisement	3 credits
NU 999 Doctoral Continuation	0 credits
TOTAL	46 credits

Cognates are related to research concentration/methods. The number of credits in cognates is based on need and prior educational background and course work.

Ph.D. Colloquium

The Ph.D. Colloquium is a monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

Doctoral Student Research Development Day

Two annual seminars for the first and second year doctoral students to present their research.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

Admission Requirements

- Official transcript of bachelor's and master's degrees from programs accredited by the National League for Nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests (4 pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three credit introductory graduate level statistics course taken within three years
- Three credit introductory graduate level research course taken within three years
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores taken within five years
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty. Pre-application inquiries are welcomed

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is January 31 of the year of application to the program.

Application materials may be requested from the Graduate School of Nursing, 617-552-4250.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College: (1) University Fellowships are awarded to five students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D. (2) The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend. (3) Graduate assistantships that consist of a stipend provided by Boston College. (4) Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

Language Requirement

Students must demonstrate proficiency in at least one language other than English, or complete the Computer Literacy Competency Examination.

Comprehensive Examinations

A student in good academic standing (no incompletes in required courses) may take the comprehensive exam during or after the last semester of courses. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time

designated by the department. In case of a second failure, no further attempt is allowed.

Students should register for NU 998 Doctoral Comprehensives in the semester they will be taking the exam. No credit is granted.

Admission to Candidacy

A student attains the status of a doctoral candidate by passing the doctoral comprehensive examination, and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation that embodies original and independent research and demonstrates advanced scholarly achievement. As soon as possible after a student's admission to candidacy, and during or before enrollment in Dissertation Advisement, NU 901 and NU 902, the student forms a dissertation committee.

The dissertation committee consists of a minimum of three members. Two shall be chosen from the faculty of the School of Nursing; the third member may be a member of the faculty of another school within the University, or an appropriate doctoral prepared person outside the University. The Chairperson and committee are chosen by the student, approved by his/her advisor, and then formally appointed by the Associate Dean of the Graduate Programs in the School of Nursing.

The dissertation shall be defended by the candidate in a public oral examination. The official approval of the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Graduate School of Nursing. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

The Boston College School of Nursing Doctoral Student's Handbook further describes the requirements for taking the language competency examination, the comprehensive examination, and the dissertation, and should be obtained from the Office of the Associate Dean of Graduate Programs in Cushing 202.

Time Limit

All requirements for the Doctoral degree must be completed within eight consecutive years from the beginning of the doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

MASTER OF SCIENCE DEGREE PROGRAM WITH A MAJOR IN NURSING

The main objective of the Master of Science Degree Program with a major in nursing at Boston College is to prepare nurses in advanced nursing practice, including clinical specialist and nurse practitioner. There are four areas of clinical specialization in nursing at Boston College: Adult

Health, Community Health, Maternal Child Health, and Psychiatric Mental Health. The focus in the specialty areas is on the human response to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in nursing diagnosis and therapeutic judgment. The graduate of the Master's Program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, middle management, and participation in research, the advanced practitioner, clinical nurse specialist, and nurse practitioner improve the quality of nursing practice.

Areas of Clinical Specialization in Nursing

Adult Health Nursing

The curriculum in adult health nursing enables students to develop competencies in advanced nursing practice, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional health patterns of the adult. The curriculum prepares the student for advanced practice, including clinical nurse specialist and nurse practitioner for various roles in health care delivery, and provides the base for doctoral study.

Students select a focus for practice and research from a variety of adult health practice areas. Individual guidance is provided by faculty experts in collaboration with master's prepared clinical specialists and nurse practitioners in primary, acute, and long-term care.

Community Health Nursing

The curriculum for community health nursing is designed to provide students the opportunity to apply theories and modalities of treatment in community health nursing and to meet the health needs of families, populations, or other defined community groups. The major foci of the program are (1) health promotion and disease prevention strategies in high risk aggregates, and (2) the management of common and episodic health concerns of individuals and families. Emphasis is on clinical specialization and the family nurse practitioner within the context of a changing health care system. Clinical practica are selected to meet the curricular and students' objectives and goals. The practicum is directed towards the application and integration of theoretical knowledge in health departments, neighborhood health centers, visiting nurse associations, and other community settings.

Maternal Child Health Nursing

The curriculum in maternal child health nursing focuses on the preparation of candidates for expanded roles in women's health and the care of children. The curriculum prepares students for advanced nursing practice in women's health care, as well as pediatric ambulatory care. It includes the expansion of clinical practice responsibilities and the development of the teacher, researcher, change agent, leader, and liaison roles of the advanced practitioner. A variety of clinical agencies are used to meet the student's specific goals and objectives, and to provide for application and in-

tegration of theoretical knowledge and exploration of direct and indirect role components.

Psychiatric Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric mental health field. Theoretical frameworks for practice are derived from the fields of education, social and biological sciences, and psychiatric nursing. The program focuses on advanced practice including, clinical nurse specialist and nurse practitioner roles in underserved urban and high risk areas, including treatment of severely disturbed clients. Emphasis is placed on evaluation of practice methods with individuals, groups, and families in the community and institutional settings. Clinical placements in outpatient community mental health centers and selected inpatient and day hospital settings are used to meet student and curriculum goals. Client assessment, psychotherapeutic intervention, and case management are emphasized as direct role activities. The indirect role of the Clinical Specialist is addressed in relation to mental health consultation, supervision, and programming.

Specialty Areas and Respective Certification Exams:

Graduates are eligible to sit for certification as Advanced Practice Nurses (e.g., Nurse Practitioner or Clinical Specialist) in their respective areas:

Adult Health

- Adult Nurse Practitioner
- Adult Health Clinical Nurse Specialist

Community Health

- Family Nurse Practitioner
- Clinical Specialist

Maternal Child Health

- Pediatric Nurse Practitioner
- OB/GYN Nurse Practitioner

Psychiatric Mental Health

- Psychiatric and Mental Health Clinical Nurse Specialist

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan area offer rich experiences for developing advanced competencies in the nursing specialty. Selected major teaching hospitals used are the following: Massachusetts General, Beth Israel, McLean, Brigham and Women's, New England Deaconess, Boston City, Children's, and Newton-Wellesley. Community agencies include the following: mental health centers, general health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies.

Career Opportunities

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: occupational health, politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

Program Options

The program is designed for registered nurses who have a baccalaureate degree from a National

League for Nursing (NLN) accredited nursing program, and who have had at least one year of experience in nursing practice.

The full-time option is a one-year program comprising thirty-seven credits. The program of study includes nine credits of electives, twelve credits of core courses, and sixteen credits of specialty and theory clinical practicum.

The part-time option, completed in one and a half to five years, is also thirty-seven credits and is identical to the full-time program of study. Students take electives and core courses prior to or concurrently with specialty courses. On admission, part-time students design an individualized program of study with a faculty advisor.

The R.N./Masters Plan is an innovative means of facilitating advanced professional education for highly qualified nurses. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or another non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background.

The M.S./M.B.A. Joint Degree is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's program and business administration in the Wallace E. Carroll School of Management for individuals interested in the nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full time or part time study.

Non degree program options offered at Boston College Graduate School of Nursing include:

- Additional Specialty Certificate
- Special Student

The Additional Specialty is available for registered nurses who have a master's degree in nursing, and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students who are not seeking a degree, but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

Admission Requirements for Master of Science Degree (full time and part time)

- Master's Program Application and application fee
- Baccalaureate degree from an NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better
- Official report of scores on the Graduate Record Examination, taken within 5 years
- Three letters of recommendation pertaining to academic ability and professional competency
- Statement of goals, pertaining to career objectives and how your intended specialty program will help you attain them

- A completed undergraduate course in statistics within three years of application date
- Documentation of successful completion of an undergraduate or continuing education course in health assessment
- Applicants must hold a current license to practice nursing and have at least one year of work experience
- Immunizations and physical examination are required
- Individual coverage by professional liability insurance is mandatory for all clinical students

Admission Requirements for Special Student (non degree):

- Special Student Application and application fee
- Baccalaureate degree from an NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better

Admission Requirements for R.N./M.S. Plan:

Application to the R.N./M.S. Program is a process that involves two (2) steps: **Step One:** Non Degree B.S.N. Equivalent Portion and **Step Two:** M.S. Degree Program Portion.

Step One:

Non Degree B.S.N.

- Preliminary R.N./M.S. Special Student application
- \$40.00 application fee
- Official transcripts from a state approved nursing school college, or university course work
- R.N. License
- Transfer Policies:
 - courses from regionally accredited colleges or universities
 - course content similar to Boston College (C- or better grade)

Step Two:

M.S. Degree

- Graduate School of Nursing Masters application
- Official transcript (any additional) from all schools attended since application as a R.N./M.S. Special Student
- R.N./M.S. Program Assessment Letter from Graduate Associate Dean stating R.N./M.S. requirements have been fulfilled:
 - All prerequisite course work
 - NLN Mobility Exam
 - All transitional course work
 - Statistics course within 3 years of application
 - Health/Physical Assessment course

- Statement of Goals
- 3 Letters of Reference:
 - 1 academic, 1 professional, 1 academic or professional
- GRE Test Scores within 5 years

Admission Requirements for M.S./M.B.A. Joint Degree:

- Master's Program application and application fee
- M.B.A. application (see CGSOM application procedures)
- Official baccalaureate transcripts from NLN accredited institutions
- 3 letters of reference
- 2 essay questions and statement of goals
- Resume

- Minimum 1 year of nursing management experience
- Undergraduate statistics course within 3 years
- Health assessment course
- Official report of the GRE scores, taken within 5 years
- Personal interview

Admission Requirements for Additional Specialty Concentration:

- Additional Specialty application and application fee
- Baccalaureate and Master's degree transcripts from NLN accredited programs
- Three letters of recommendation pertaining to current professional competency
- Personal interview with specialty faculty
- Current R.N. licensure
- Documentation of adequate individual coverage by professional liability insurance
- Physical examination and immunizations
- Plan of study approved by specialty faculty and by the Associate Dean of Graduate Programs (all courses toward a plan of study must be taken at Boston College). The applicant is responsible for meeting ANA credentials for certification.

The application deadline for January admission is October 15, and February 1 for May and September admission.

The Dean of the Graduate School of Nursing forwards the official announcement of acceptance or rejection.

Program of Study

Master of Science with a Major in Nursing

• Electives or Independent Study*	9 credits
• NU 515 Nursing Knowledge Development	2 credits
• NU 516 Clinical Judgment	2 credits
• NU 517 Role Implementation	2 credits
• NU 520 Research Theory	3 credits
Options following NU 520, choose one	
• NU 523 Computer Data Analysis	3 credits*
• NU 524 Master's Research Practicum	3 credits*
• NU 525 Integrated Review of Nursing Research	3 credits*
• 2 Specialty Theory Courses	6 credits
• 2 Specialty Practice Courses	10 credits
TOTAL	37 credits

*Optional, following 6 credits of research

• NU 801 Master's Thesis 3 credits
Nine credits of electives or independent study can be completed in summer, fall, and spring semesters. The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Pharmacotherapeutic and Advanced Nursing Practice, Physiological Life Processes, etc. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department after all course work is completed and all incomplete grades are cleared. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comp-

rehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the Department Chairperson. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally, within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the student.

A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. No credit is granted.

Thesis

The Master's program allows the student the option of a thesis. It is the responsibility of the student to become familiar with the regulations and procedures. All students need to have completed 3 credits of Research Theory, and completed or be taking concurrently one of the research options in pursuing the thesis. Comprehensive examinations and all course work must be passed before the final thesis defense. The Thesis is supervised by a faculty research advisor and at least one other reader. Students who have not completed the thesis in NU 801 must register each semester for Thesis Direction NU 802, a non-credit course, until the thesis is completed.

Two typed copies of the thesis, one original and one clear copy, approved and signed by the faculty research advisor and reader, must be submitted to the Graduate Programs Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Time Limit

The student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and of the Associate Dean.

Laboratory Fee

The laboratory fee for each clinical course will be paid in advance of registration as a deposit for a clinical agency placement. A survey will be mailed to students in January to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical. The amount will be credited in full to the individual's student account.

GENERAL INFORMATION

Accreditation

The Master of Science Degree Program is accredited by the National League for Nursing.

Certification

Graduates of the Master's Program are eligible to apply for certification by the American Nurses' Association in their area of specialization. Graduates of the Women's Health nursing curriculum are eligible to apply to the NAACOG Certification Program.

Financial Aid

Applicants and students should refer to the School of Nursing's "Financial Aid-Identifying Sources and Making Application" packet. Please refer to the Financial Aid section of this Catalog for additional information regarding nursing scholarships and other financial aid information.

Grades

Complete grading information is available in the University section of this catalog and the Master's Student Handbook. In the Graduate School of Nursing a student who receives a grade of C in more than 10, or F in more than 8 semester hours of course work may be required to withdraw from the School.

Deferral

Deferrals will be granted to Master's Program applicants for one semester only. Master's Program applicants wishing to be considered for deferral must submit a written request to the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which the deferral was granted will need to reapply to the program. This can be accomplished by submitting a letter requesting that their application be reactivated in addition to one updated letter of reference. No additional application fee will be required for applicants who reactivate within one year of the original application date.

Applicants who apply more than one year from their original application date will need to submit a new application packet and pay the \$40.00 application fee. Files that remain in deferral status for over one year will become inactive.

Leave of Absence

Master's students who do not register for course work, Thesis Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than 2 semesters at a time. Students may obtain the *Leave of Absence Form* from the Associate Dean's Office and submit it for the Associate Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the re-admission form with the Associate Dean's Office at least 6 weeks prior to the semester in which they expect to reenroll.

The conditions for leaves of absence and re-admission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. *Transfer of Credit* forms, which are available in the University Registrar's

Office, should be submitted, together with an official transcript, directly to the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

COURSE OFFERINGS

Master's Program

NU 301 Culture and Health Care (F: 3)

This course brings the upper-division student into a direct care interface between the American health care delivery system and health care consumers of diverse socio-cultural backgrounds. Topics covered include lectures and discussions in the perception of the health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and issues related to the safe and effective delivery of health care such as poverty and the right to health care.

Rachel Spector

NU 304 Death and Dying (S: 3)

Prerequisites: Core Psychology and Philosophy courses

This course focuses on the concepts of death and dying from a philosophical, cultural, and psychodynamic perspective. It includes discussions of the effect death has on the health giver and some intervention strategies.

Miriam Gayle Wardle

NU 307 Suicide Prevention, Intervention, Treatment Strategies (F, S: 3)

Prerequisite: Upper division undergraduate, R.N. and graduate student status

This course will examine some of the risk factors leading to suicidal behavior and will address their implications. Content areas covered will include dysfunctional families, suicidal adolescents, cults, multiple personality disorders and its connections to suicide, borderline patients, dissociation, suicide survivors, patients who did not complete suicide, individual boundaries, and gender differences in suicide attempts.

Miriam Gayle Wardle

NU 314 Wellness Lifestyle (S: 3)

The major focus is on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behav-

iors that encourage self care and alternative treatment models are addressed. The emphases are on activities that students adopt to improve and maintain their own health status. Health care agencies and other resources in the community that contribute to the student's health status are identified and explored. *Rosemary Krawczyk*

NU 420 Pharmacotherapeutic and Advanced Nursing Practice (F, S: 3)

Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included. It is assumed that the student already has a basic knowledge of the major pharmacological classifications. This is a requirement for Adult Health. *Laurel Eisenbauer*

NU 426 Advanced Psychopharmacology (S: 3)

Prerequisite: Graduate standing

This course is designed for students who are specializing in psychiatric/mental health practice, and students whose professional practice requires knowledge of psychotropic drugs. The course will review the role of the central nervous system in behavior, and the drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders will be a focus of each class. Clinical examples and research criteria for drug studies will be included. Ethical, legal, and professional issues will be covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric/Mental Health Nursing. *Judith Shindul-Rothschild*

NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (F: 3)

This course is required for graduate psychiatric mental health nursing students. This course provides a foundation in the major systems of psychotherapy used in psychiatric mental health nursing and other disciplines engaged in mental health practice. The systems examined include the following: Psychodynamic, Humanistic, Existential, Behavioral, Cognitive, and Systems Therapies. The following areas are addressed: definitions of personality, mental health and dysfunction, principles of change, intervention strategies, and effectiveness of treatment of target populations and problems.

The usefulness of the various systems and theorists to psychiatric mental health nursing practice is evaluated. Psychotherapeutic interventions are examined in reference to inherent biases and limitations, demonstrated efficacy, and cultural, social, and political considerations. *Evelyn Barbee*

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (F: 5)

Prerequisites: NU 441, NU 515 and NU 516 or concurrently, and Physical Assessment

This course is required for graduate psychiatric mental health nursing students. This is the first of two major advanced theory and clinical specialty courses in psychiatric mental health nursing. Theories and practice are integrated to address the processes of assessment and diagnosis of functional and dysfunctional patterns of behaviors, the formulation of initial intervention strategies, and the initiation of the Orientation Phase of psychiatric nursing intervention with selected clients. Clinical practice (20 hours/week) with adults and children take place in high-need, urban, community mental health delivery systems. Seminar and clinical practicum are both used as learning experiences. This course is complemented by the course NU 441. *June Andrews Horowitz*

NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents and Their Families (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in maternal and child health. Content will address development, utilization, analysis, and synthesis of theories and research relevant to maternal and child health, with attention to the impact of diversity in culture, ethnicity, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the role of the advanced practice nurse in MCH as it affects health care and health policy at domestic and international levels. *Lois Haggerty*

NU 453 Advanced Practice in Women's Health Nursing I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently, and Physical Assessment

This course is the first of two courses in the Advanced Practice in Women's Health Series. This course concentrates on the role of the nurse in advanced practice with women across the life span, focusing on wellness promotion and common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments. *Joellen Hawkins*

NU 457 Advanced Practice in Pediatric Ambulatory Care Nursing I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently, and Physical Assessment

This course concentrates on the role of the nurse in the advanced practice of infants, children, and adolescents and their families, in ambulatory care pediatric settings, focusing on wellness promotion and alterations in health patterns. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical and diagnostic judgments to promote optimal well-being and functioning. The psycho-social and physiologic

variations are explored with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences, and course assignments. This course is the first of two clinical courses in the advanced practice primary care of children. *Deborah Mabony*

NU 462 Advanced Theory in Adult Health Nursing I (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This is the first in a series of four courses in the theory and practice in adult nursing. The course uses The Integrated Metaparadigm incorporating human life processes, functional health patterns, and human responses within the broader life process of becoming, with emphasis on health and optimal functional ability. The course will include exploration of theories and models underlying specific life processes and interaction with their environment in adults with varied health state, age, developmental, and gender characteristics. Diagnostic, therapeutic, and ethical reasoning concepts are incorporated in the analysis and assessment (measurement) of dimensions and parameters of resulting functional health patterns and human responses. *Carol Mandle*
Susan Chase

NU 463 Advanced Practice in Adult Health Nursing I (F: 5)

Prerequisites: NU 462, NU 515 and NU 516 or concurrently, and Physical Assessment

This course concentrates on assessment and diagnosis within the development of advanced adult nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables to be changed to enhance optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments. *Margaret Murphy*
Dorothy Jones

NU 472 Advanced Theory in Community Health Nursing I (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This course is the first of a series in the theory and advanced practice of community health nursing. This course focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being. *Rachel Spector*

NU 473 Advanced Practice in Community Health Nursing I (F: 5)

Prerequisites: NU 472, NU 515 and NU 516 or concurrently, and Physical Assessment

This course focuses on the study, analysis, and application of nursing theories and frameworks as they relate to the nursing care of families and communities. Emphasis is placed on the roles of the family nurse practitioner and the clinical nurse specialist in the development of skills for the assessment phase, including nursing and primary care diagnoses. Theory and research are integrated through seminars, as well as clinical conferences and experiences (20 hours/week). Clinical settings include health departments, health centers, visiting nurse associations, home care agencies, health maintenance organizations, and occupational health programs. *Pam Burke*

NU 515 Nursing Knowledge Development (F: 2-S: 2)

Prerequisites: Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students with permission of instructor

The course focuses on the analysis of theory and conceptual frameworks as the basis for advanced nursing practice and development of nursing knowledge. Opportunity is provided for concept analysis and development within each student's specialty area. Theoretical models are compared and contrasted in relation to nursing's metaparadigm. Emphasis is placed on the relationships among practice, theory, and research. *Sr. Callista Roy*

NU 516 Clinical Judgment: Ethical, Diagnostic and Therapeutic (F: 2-S: 2)

Prerequisites: Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students with permission of instructor

The course focuses on the three domains of clinical judgment. In the ethical reasoning module, emphasis is on the philosophical basis of nursing practice, ethical principles and reasoning, and the application of theories and frameworks in clinical reasoning. The diagnostic-therapeutic module focuses on nursing diagnosis and diagnostic-therapeutic reasoning. Information processing and decision-making theories are examined for clinical usefulness. *Dorothy Jones*
Catherine Murphy

NU 517 Advanced Nursing Practice-Role Implementation and Integration (F, S: 2)

Prerequisites: NU 515, NU 516 or concurrently

The focus of this course is on the mastery of nursing concepts used in the development of nursing's advanced practice role within social institutions that impact on health care delivery. Dimensions of the role will be explored with particular emphasis on leadership, accountability, autonomy, professionalism, collaboration, consultation, and research. Emphasis will also be placed on implementing innovative practice models in multiple settings focusing on case management within the framework of health care reform. The course builds on the cognates, nursing knowledge development, advanced nursing practice-role implementation, and integration and health care economics. In addition, strategies will be explored around the utilization of nursing knowledge in

practice. Role activities are explored at all levels of intervention: primary, secondary, and tertiary.

Joellen Hawkins
Dorothy Jones

NU 520 Nursing Research Theory (F: 3)

Prerequisite: Undergraduate statistics course

Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor

Research methods such as experimental/quasi-experimental, exploratory, descriptive, and naturalistic inquiry are presented. Research design considerations include types of control, threats to validity, and sampling plan in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health, nursing, environment, and the person.

Note: Those students who have completed NU 520 for 2 credits will register in one of the following: NU 523, NU 524, NU 525 in a special section for 4 credits. In these special 4 credit sections, students will be given extra work to accumulate the 37 credits needed for graduation.

Anne Norris

NU 523 Computer Analysis of Health Care Data (F: 3-S: 3)

Prerequisite: NU 520 or concurrently, or permission of instructor

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze health care data using the VAX system and SPSS software packages. An existing data set will provide practical experiences. *Anne Norris*

NU 524 Masters Research Practicum (F: 3-S: 3)

Prerequisite: NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, or a research utilization proposal. *DeLois Weekes*

NU 525 Integrative Review of Nursing Research (F, S: 3)

Prerequisite: NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research. This is to develop and to test hypotheses derived from a theoretical model. The research area is to be related to the student's specialty area.

Note: Those students who have completed NU 520 for 2 credits will register in one of the following: NU 523, NU 524, NU 525 in a special section for 4 credits. In these special 4 credit sections, students will be given extra work to accumulate the 37 credits needed for graduation. *DeLois Weekes*

NU 541 Stress and Trauma: Individual/Family Responses (S: 3)

Prerequisites: Required for graduate psychiatric mental health nursing students. Open to a limited number of graduate students in other nursing specialties, as well as non-nursing graduate students involved in counseling/therapy.

This course examines the existing and evolving theories of stress responses and responses to

trauma, particularly Post-Traumatic Stress Disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations. The nursing, social work, psychiatry, psychology, sociology, and the biological sciences literature are used. Relevant theory, current research, and intervention models are examined in relation to clinical problems.

June Andrews Horowitz

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing II (S: 5)

Prerequisites: NU 443, NU 517 or concurrently

Required for graduate psychiatric mental health nursing students.

This is the second major advanced theory and clinical specialty course. Differential diagnostic processes are examined in reference to DSM IV and Nursing Diagnosis systems. Theories and interventions concerning major mental health disorders are evaluated to judge their relevance and efficacy for work with high-need urban populations. Treatment needs of both adults and children are also addressed. Clinical learning experiences (20 hours/week) focus on the implementation of the Working and Termination Phases of psychiatric nursing intervention. Students will have experience with a variety of intervention modalities. Seminar and a clinical practicum are both used as learning experiences. This course is complemented by NU 441 and NU 541.

June Andrews Horowitz

NU 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents and Their Families (S: 3)

Prerequisite: NU 517 or concurrently

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in maternal and child health. Content will address development, utilization, analysis, and synthesis of theories and research relevant to maternal and child health, with attention to the impact of diversity in culture, ethnicity, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the role of the advanced practice nurse in MCH as it affects health care and health policy at domestic and international levels.

Joellen Hawkins

NU 553 Advanced Practice in Women's Health Nursing II (S: 5)

Prerequisites: NU 453, NU 517 or concurrently

This course builds on the content of NU 453 and concentrates on the role of the nurse in advanced practice with women across the life span, focusing on refinement of skills in nursing management of women's responses to alterations in the sexuality-reproductive pattern. The psychosocial and physiologic variations of women's health are integrated with special concern for cultural, ethnic, and socioeconomic diversity. Students begin to integrate indirect role functions of the advanced practice nurse in women's health. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences, and course assignments. *Joellen Hawkins*

NU 557 Advanced Practice in Pediatric Ambulatory Care II (S: 5)

Prerequisites: NU 457, NU 517 or concurrently

This course builds on the content of NU 457 and concentrates on the role of the nurse in advanced practice in ambulatory care pediatric settings with infants, children, and adolescents and their families. The psychosocial and physiologic variations of children's health are integrated with special concern for cultural, ethnic, and socioeconomic diversity. It focuses on refinement of skills in nursing management of the health care needs of children. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical experiences (20 hours/week), clinical conferences, and course assignments.

Deborah Mahony

NU 562 Advanced Theory in Adult Health Nursing II (S: 3)

Prerequisite: NU 517 or concurrently

This course concentrates on the development, use, analysis, and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced practice in adult health nursing are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal, and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments.

Susan Chase

NU 563 Advanced Practice in Adult Health Nursing II (S: 5)

Prerequisites: NU 462, NU 463, NU 517 or concurrently

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

Margaret Murphy

Dorothy Jones

NU 572 Advanced Theory in Community Health Nursing II (S: 3)

Prerequisites: NU 472, NU 517 or concurrently

This course is the second of a series in the theory and advanced practice of community health nursing. The course focuses on concepts, theories, and research in the development of knowledge and skills for the health assessment phase of the nursing process, including nursing diagnosis and clinical judgment. Emphasis is on health promotion and the attainment of an optimum level of wellness in families and communities. Theories and research from nursing and other disciplines are integrated. The processes of outcomes of intervention are systematically evaluated.

Rachel Spector

NU 573 Advanced Practice in Community Health Nursing II (S: 5)

Prerequisites: NU 473, NU 517 or concurrently

This course focuses on the roles of the family nurse practitioner (FNP)/Clinical Nurse Special-

ist (CNS) in the development, implementation, and evaluation of nursing interventions with families, aggregates, and the community client. Selection of either the family or the community focus facilitates development of the FNP/CNS. Seminars, clinical conferences, lectures, and clinical experiences (20 hours/week) provide opportunities to integrate theory, concepts, and research as well as to further synthesize role components.

Sally Rankin

NU 670 Ethical Issues in Nursing Practice (F: 3)

Open to non-matriculated students and non-majors.

This course focuses on the ethical dimensions of the nurse-patient relationship and current moral issues in nursing practice. Beginning with a reflection on the students' own values, the course examines the philosophical basis of nursing ethics and its implications for the interpretation and application of ethical principles. The moral responsibility of nurses as patient advocates is considered in such areas as the patient's right to know, behavior control, and problems concerning life and death. In addition, the ethical decision-making process and the moral obligations of nurses are examined in relationship to the ethical barriers that exist in health care institutions, and strategies for dealing with the social context of decision-making will be developed.

Catherine Murphy

NU 672 Physiological Life Processes (F, S: 3)

Prerequisite: Baccalaureate degree in nursing or permission of the instructor

A study of the physiological theories applicable to nursing. Focus is on normal and abnormal life processes with application to exemplar cases. The unit on normal cell physiology is followed with specific reference to cellular and/or systemic dysfunction. Topics begin with cellular physiology and move to the nervous system form and function, then to muscle and blood processes, then through processes of cardiovascular, respiratory, gastrointestinal, renal, and endocrine regulation. This course is a requirement for Adult Health.

Barbara Daicoff

Susan Chase

NU 699 Independent Study in Nursing (F, S: credits by arrangement)

Prerequisite: Permission of an instructor and the Chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty. A written proposal for an independent study in nursing must be submitted to the Educational Policy Committee, together with supporting statements from the faculty member directing the study, and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the Educational Policy Committee at the end of the semester.

DeLois Weekes

NU 801 Master's Thesis (F, S: 3)

Prerequisites: Six credits of research, including NU 520 and one of the following: NU 523, NU 524 or NU 525. Specialty Theory and Practice I and II as well as NU 517 or concurrently.

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

DeLois Weekes

NU 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

NU 888 Interim Study (F: 0-S: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

Doctoral Program**NU 701 Epistemology of Nursing (F: 3)**

Prerequisite: Doctoral standing; PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

Sr. Callista Roy

NU 702 Strategies of Knowledge Development (S: 3)

Prerequisite: NU 701

This is an in-depth study of the processes of theory construction and knowledge development. This course includes concept and statement analysis, synthesis, and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive, and statistical strategies for developing knowledge are examined. Experience is provided in concept analysis and knowledge synthesis of selected topics within one of the research foci: clinical and ethical judgments and human life processes and patterns.

Sr. Callista Roy

NU 710 Themes of Inquiry : Clinical Topics (F: 3)

Prerequisite: NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family, and group levels are considered.

June Andrews Horowitz

NU 711 Themes of Inquiry : Clinical Judgment (S: 3)*Prerequisite:* NU 710

In this course, students examine several programs of nursing research as themes of inquiry. There is an in-depth examination of the work of selected nurse researchers who have established a record of research productivity in the literature. Emphasis is placed on the problems investigated, populations studied, research designs, usefulness of results for practice, and the development of middle range theory related to life processes. Students present one program of research to illustrate how a sustained research effort can contribute to knowledge development. The outcomes of research are evaluated and future directions identified. Through a "State of the Science" paper, students demonstrate their ability to synthesize the literature concerning a theoretical or clinical area of interest. The seminars provide opportunities for students and faculty to engage in discussions about how they may develop a program of research, the importance of a particular work to nursing science, and the application of research results to clinical practice.

*DeLois Weekes***NU 742 Nursing Research Methods: Quantitative and Qualitative Approaches (F: 3)***Prerequisite:* Enrollment in the Doctoral Program or permission of Faculty Teacher of Record

This introductory course fulfills a research methods requirement by focusing upon research methods relevant to doctoral students in nursing. Application of quantitative and qualitative methodologies to a variety of research questions is explored.

*Mary E. Duffy***NU 744 Statistics: Computer Application and Analysis of Data (S: 3)***Prerequisite:* NU 742

A study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage, and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.

*Barbara Hazard Munro***NU 746 Measurement: Norm- and Criterion-Referenced Approaches (F: 3)***Prerequisite:* NU 742 or permission of Faculty Teacher of Record

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, and bio-behavioral markers, interviews, questionnaires, and scales.

*Sally Rankin***NU 751 Advanced Qualitative Methods (S: 3)***Prerequisites:* NU 742 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required

This seminar is designed for students in nursing and the social sciences who are taking a quali-

tative approach to research. The course will provide experience in qualitative data collection and analysis, as well as presenting findings for publication.

*Karen Aroian***NU 753 Advanced Quantitative Nursing Research Methods (S: 3)***Prerequisites:* NU 742 or permission of Faculty Teacher of Record

This seminar is designed to guide doctoral students in the design and conduct of quantitative research studies in their chosen areas of focus. The seminar builds on the knowledge attained in previous research design and statistics courses. The doctoral student is expected to apply this knowledge in the development of a research proposal that will serve as the basis for the doctoral dissertation. The seminar is not a replacement for the work of the Dissertation Committee; rather it serves to provide a structure within which the student can apply the elements of the research process in a written, systematic, and pragmatic way.

*Mary E. Duffy***NU 810 Research Practicum I (F: 1)***Prerequisite:* NU 701 or concurrently

This is the first in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration, and to collaborate with faculty on existing projects and publications.

*DeLois Weekes***NU 811 Research Practicum II (S: 1)***Prerequisites:* NU 810, NU 702 or concurrently

This is the second in the series of four research practica that offer the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.

*DeLois Weekes***NU 812 Research Practicum III (F: 1)***Prerequisites:* NU 810, NU 811

This is the fourth in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study (qualitative or quantitative methodology).

*DeLois Weekes***NU 813 Research Practicum IV (S: 1)***Prerequisite:* NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student individualized research experience in a concentration area. Continuation of preliminary research study begun in NU 811 and NU 812, with emphasis on data analysis, drawing conclusions, and communication of findings/implications.

*DeLois Weekes***NU 820 Expanding Paradigms for Nursing Research (F: 3)***Prerequisites:* NU 702, NU 812, NU 710 or concurrently

Review and synthesis of research related to selected clinical research topic within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.

*Dorothy Jones***NU 821 Nursing Research and Health Policy Formulation (S: 3)***Prerequisite:* NU 820

Research utilization in health policy formulation is explored, as well as the ethical obligations of nurse scientists in the conduct of research. Personal programs of research are projected in keeping with present and future priorities in nursing science.

*Margaret A. Murphy***NU 901 Dissertation Advisement (F: 3)***Prerequisite:* Doctoral Comprehensives

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*DeLois Weekes***NU 902 Dissertation Advisement (S: 3)***Prerequisite:* NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department***NU 998 Doctoral Comprehensives (F, S: 0)**

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department***NU 999 Doctoral Continuation (F, S: 0)**

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department**FACULTY**

Mary Elizabeth Duffy, Professor; B.S.N., Villanova University; M.S. Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, Professor; B.S., Boston College; M.S.N. University of Pennsylvania; Ph.D., Boston College

Sara Fry, Henry Luce Professor; B.S., University of South Carolina, Columbia; M.S., University of North Carolina, Chapel Hill; M.A., Ph.D., Georgetown University

Marjory Gordon, Professor; B.S., M.S., Hunter College, CUNY; Ph.D., Boston College

Joellen W. Hawkins, Professor; B.S.N., Northwestern University; M.S., Ph.D., Boston College

Barbara H. Munro, Professor and Deau; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

Callista Roy, C.S.J., Professor; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

Miriam-Gayle Wardle, Professor; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Karen J. Aroian, *Associate Professor*; B.S.N., University of Massachusetts; M.S., Boston College; Ph.D., University of Washington

Jane E. Ashley, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College

Evelyn L. Barbee, *Associate Professor*; B.S., Ed.M., Columbia University; Ph.D., University of Washington

Pamela J. Burke, *Associate Professor*; B.S., Boston College; M.S., Boston University; Ph.D., Boston College

Sarah Cimino, *Associate Professor*; B.S.N., University of California, Los Angeles; M.S., Boston College

Mary Ellen Doona, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Joyce Dwyer, *Associate Professor*; B.S., M.S., Boston College; M.P.H., Harvard School of Public Health

Nancy Fairchild, *Associate Professor*; B.S., Boston University; M.S., University of Rochester

Nancy J. Gaspard, *Associate Professor*; B.S., Boston University; M.Ed., University of Florida; M.P.H., Dr. P.H., University of California, Los Angeles

Lois Haggerty, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., Boston College

Loretta P. Higgins, *Associate Professor and Undergraduate Associate Dean*; B.S., M.S., Ed.D., Boston College

June Andrews Horowitz, *Associate Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Dorothy A. Jones, *Associate Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

Rosemary Krawczyk, *Associate Professor*; B.S.N., College of St. Catherine; M.S., Ph.D., Boston College

Ronna Krozy, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Ellen Mahoney, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

Cathy Malek, *Associate Professor*; B.S., University of Wisconsin; M.S., Ph.D., Boston College

Carol L. Mandle, *Associate Professor*; B.S.N., M.S.N., University of Pennsylvania; Ph.D., Boston College

Sandra Mott, *Associate Professor*; B.S., Wheaton College; M.S., Boston College

Catherine P. Murphy, *Associate Professor*; B.S., Columbia University; M.S., Hunter College, C.U.N.Y.; Ph.D., Columbia University

Margaret A. Murphy, *Associate Professor*; B.S., St. Joseph College; M.A., Boston University; Ph.D., Boston College

Anne Norris, *Associate Professor*; B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin

Rita Olivieri, *Associate Professor*; B.S., M.S., Ph.D., Boston College

Jean A. O'Neil, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Frances Ouellette, *Associate Professor*; B.S.N., Salem State College; M.S., Ph.D., Boston College

Eileen J. Plunkett, *Associate Professor*; B.S., M.S., Ph.D., Boston College

Sally H. Rankin, *Associate Professor*; B.A., Boston University; B.S.N., California State University; M.S.N., Duke University; Ph.D., University of California

Rachel E. Spector, *Associate Professor*; B.S., M.S., Boston College; Ph.D., University of Texas, Austin

DeLois P. Weekes, *Associate Professor and Associate Dean of Graduate Programs*; B.S., Oklahoma City University; M.S., University of Oklahoma; D.N.Sc., University of California, San Francisco

Deborah Adams, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina; Ph.D., University of Maryland

Phyllis Beveridge, *Assistant Professor*; B.S., University of Cincinnati; M.S., Ed.D., Columbia University

Susan Chase, *Assistant Professor*; B.S., Columbia University; M.A., New York University; Ed.D., Harvard University

Barbara Daicoff, *Assistant Professor*; B.S.N., Indiana University; M.N., Ph.D., University of Florida, Gainesville

Margaret Kearney, *Assistant Professor*; A.B., Marlboro College; B.S.N., Columbia University; M.Ed., Plymouth State College; M.S., Boston College; Ph.D., University of California

Deborah Mahony, *Assistant Professor*; B.A., Bridgewater State College; B.S.N., M.S., Boston College; Sc.M., Sc.D., Harvard University

Judith Shindul-Rothschild, *Assistant Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College



PRECEPTOR AND RESOURCE PERSONNEL APPOINTMENTS FOR GRADUATE PROGRAMS

Jeanne Bedard, B.S., Fitchburg State College; M.S., Boston College

Betty Borghesani, B.S., Boston State College; M.S., Boston College

Maria Bueche, Ph.D., Boston College

Marjorie Burton, B.S., Duke University; M.S., Boston College

Gale Cahoon, B.S., Salem State College; M.S., University of Lowell

Carol Coakley Genereux, B.S., Boston College; M.S., Boston University

Dorothy Carver-Chase, B.S., University of New Hampshire; M.S., Boston College

Jean Christoffersen Rudie, B.S., State University of New York, Brooklyn; M.S., Boston College

Patricia Connell, B.S., Worcester State College; M.S., University of Lowell

Cindy Cunningham, B.S., University of Massachusetts; M.S., Boston College

Lisa Delahanty, B.S., Saint Anselm College; M.S., Boston College

Joan Delaney, B.S., University of Massachusetts; M.S., Boston College

Juli-Anne Evangelista, B.S., Boston College; M.S., Boston College

Danielle Finch, B.S., Boston College; M.S., Boston College

Susan Fitzgerald, B.S., Northeastern University; M.S., Boston College

Karen Flaherty, B.S., Boston State College; M.S., Boston College

Rosalyn Goldstein, B.S., Boston University; B.A., Brooklyn College; M.S., Boston College

Cynthia Hodson, B.S., Northeastern University; M.S., Boston College

Bernadette Lane, B.S., University of Massachusetts, Boston; M.S., Boston College

Patricia Lawrence, A.B., University of Rochester; M.S., Boston College

Julie Lindstorm, B.S., Boston University; M.S., Boston University

Jennie Mastroianni, B.S., University of Connecticut; M.S., Boston College

Joan McColgan, B.S., Northeastern University; M.S., Boston College

Gloria Mersha, A.B., M.S., Boston College

Janet Mozes, B.S., Boston University; M.S., Boston College

Angela Nicoletti, B.S., M.S., Boston College; Boston College/Harvard Medical School

Cheryl Panzarella, B.S., M.S., Boston College

Marybeth Pearson, B.S., M.S., Boston College

Rebekah Reddell, B.S., University of New Hampshire; M.S., Boston College

Nancy Schappler, B.S., Salve Regina College; M.S., Boston College

Dorothy Smith, B.S., Boston College; M.S., Boston University

Barbara Stabile, B.S., M.S., Boston College

Carrie Stewart, B.S., Fitchburg State College; M.S., Boston College

Rosemary Theroux, B.S., Worcester State College; M.S., Boston College

Bethany Thomas, B.S., Florida State University; M.S., Simmons College

Robin Tucker, B.S., University of New Hampshire; M.S., Boston College

Jane Walsh, B.S., Boston University; M.S., Boston College



GRADUATE SCHOOL OF SOCIAL WORK

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or community organization, policy, planning and administration on the Master's level; clinical social work or social planning on the Doctoral level. Course clusters in practice areas, such as Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work and Gerontology, are also available within the Master's level concentrations.



PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of four years.

Off-campus Opportunities: A major portion of the part-time component is available at sites in the Worcester, Plymouth, and Springfield areas, and in Portland, Maine, in addition to Chestnut Hill. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups, and communities. It also incorporates a bridging component relating the content to the specific modes in which the students plan to concentrate and is a prerequisite for them. There are also several free-standing Practice electives that combine or transcend concentration-specific methods.

SW 700 Social Work Practice

SW 790 Social Work in Industry

SW 820 Advanced Social Work Practice in Response to the AIDS Epidemic

SW 825 Social Work with Groups

SW 879 Social Work Practice with Women

SW 880 Social Work Practice in Child Welfare

Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student

a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

SW 701 The Social Welfare System

SW 702 Social Policy Analysis

SW 801 Racism: Dynamics of Social Process (Policy/HBSE)

SW 802 The Challenge of the Aging Society: Issues and Options

SW 805 Issues in Family and Children's Services

SW 807 Social Policy and Services in the Global Context

SW 808 Legal Aspects of Social Work

SW 813 Comparative Policy Analysis and Field Experience

SW 814 Ethical and Policy Issues in Contemporary Health Care

SW 815 The Challenge of Integrated Services in the Public Schools

SW 818 Forensic Issues for Clinical Social Workers-Focus: Prisoners

SW 819 SWPS Independent Study

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are the following:

SW 721 Human Behavior and the Social Environment

SW 722 Psychosocial Pathology

SW 724 Social Work Perspectives on Organizations and Communities

SW 727 Substance Abuse: Alcohol and Other Drugs

SW 801 Dynamics of Social Process: Racism (HBSE/Policy)

SW 822 The Traumatic Impact of Victimization on Child and Adolescent Development

SW 827 Ego Psychology

SW 833 Social Gerontology

SW 836 Self Psychology

SW 839 HBSE Independent Study

SW 854 Behavioral and Political Dynamics of Poverty (HBSE/Research)

Social Work Research

Research is viewed as an action-oriented method of social work intervention building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups.

Foundation and elective courses include the following:

SW 740 Introduction to the Computer

SW 747 Research Methods in Social Work Practice

SW 751 Quantitative Methods in Social Work Practice

SW 840 Advanced Quantitative Analysis

SW 841 Evaluative Research for Micro-Practice

SW 844 Evaluative Research for Macro-Practice

SW 845-846 Research Design Seminar I-II

SW 848 Research Readings in Women's Issues

SW 849 Research Independent Study

SW 850 Research Group/Independent Study: Advanced Couples and Family Therapy; Seasoned Marriages

SW 851 Policy Analysis Research for Social Reform

SW 854 Behavioral and Political Dynamics of Poverty (HBSE/Research)

SW 859 Practice Evaluation

Field Education

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in hands-on experience; to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies, clinics, hospitals, schools and prisons, community, social and health planning agencies, and in selected occupational settings. Field offerings include the following:

SW 921 Field Education I

SW 932 Field Education II, CSW

SW 933-934 Field Education III-IV, CSW

SW 942 Field Education II, COPPA

SW 943-944 Field Education III-IV, COPPA

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal, and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice.

The course offerings are as follows:

SW 762 Basic Skills in Therapeutic Intervention

SW 860 Advanced Couples and Family Therapy: Theory, Evaluation and Practice

SW 861 Differential Assessment and Intervention

SW 863 Cross-Cultural Social Work

SW 864 Group Therapy

SW 865 Family Therapy I

SW 866 Therapeutic Interventions with the Elderly

SW 867 Clinical Social Work Treatment of Children and Adolescents

SW 868 Integrative Seminar in Clinical Social Work

SW 869 Clinical Social Work Independent Study

SW 870 Clinical Social Work Group Study: Family Preservation

SW 871 Social Work in an Extreme, Stressful Environment: The Prison

SW 873 Psychosocial Dimensions of Health and Medical Care Practice

SW 874 Adult Psychological Trauma: Assessment and Treatment

SW 875 Family Therapy II

SW 876 Time-Effective Therapy

SW 878 Adolescent Mental Health Treatment

Community Organization, Planning, Policy and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration prepares students for leadership roles in human services.

The program seeks to attract students capable of making important contributions over their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for

- planning, implementing and managing human services;

- using participatory strategies that involve individuals, groups, and organizations in planned development processes;

- providing executive leadership that is both creative and practical for private and public human service agencies;

- advancing social policy that enhances the well-being of individuals, families, communities and society, with special regard for the needs of low-income and otherwise vulnerable populations;

- researching, analyzing, and evaluating policies and programs.

Students may choose one of two foci within the concentration, either Community Organization, Social Planning and Policy (COSPP), or Human Services Administration. COSPP prepares social workers for staff and leadership roles in advocacy, community development, policy development, social planning and policy analysis. Administration prepares managers committed to social work goals and skilled in techniques of human services management. By grouping electives, students in either focus may also emphasize a field of practice.

The Concentration builds on the School's foundation courses with a joint methods course, a human behavior/social environment corollary and first year field curriculum designed for all COPPA students. In addition, each focus pairs two advanced methods courses with a second year methods-specific field practicum, while offering supplementary electives.

Course offerings are as follows:

SW 800 Basic Skills in COPPA Interventions

SW 809 Administration of Human Services Programs

SW 810 Seminar in Administration and Financial Management

SW 816 Supervision and Staff Management

SW 883 Social Planning in the Community

SW 884 Strategic Planning

SW 887 Developmental Planning: Urban

SW 888 Seminar in Community Organization and Political Strategy

SW 897 Planning for Health and Mental Health Services

SW 899 COPPA Independent Study

JOINT DEGREE PROGRAMS

The Graduate School of Social Work has instituted three joint degree programs with other graduate units of Boston College. Particulars on each are available from the respective Admission Offices, and candidates must apply to and be accepted by each of the relevant schools independently.

The M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years, one each in the foundation years of both schools, and the third incorporating joint class and field work.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; socio-

legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry) in conjunction with the Boston College Institute for Religious Education and Pastoral Ministry was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

Accelerated B.A./M.S.W. Program

In cooperation with the College of Arts and Sciences, the School has instituted a Three/Two Program whereby a limited number of Psychology and Sociology Majors may combine first-year Graduate Social Work courses and field work with their junior and senior studies, receive the B.A. at the end of four years, and then enroll formally for the final year of the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology, in the College of Arts and Sciences.

PROFESSIONAL PROGRAM: DOCTORAL LEVEL

The Doctor of Social Work program for M.S.W. practitioners who have demonstrated competence in a practice method is designed to (1) extend the student's conceptual and empirical knowledge about clinical or social policy analysis and planning methods of social work practice that are responsive to people in need of services; and (2) integrate the student's research competencies with clinical or planning competencies in order to develop social workers with the capacity for formulating and implementing systematic studies of professional practice.

Six core courses, four specialization courses (clinical or planning), four electives and nine dissertation related credits, comprise the 51 credits required for the D.S.W. The program, instituted in 1979, is designed for part time study. Courses offered to date include the following:

SW 960 Public Policy as a Field

SW 962 Application of Social Policy Analysis

SW 963 Research Methods and Statistics

SW 964 Statistical Analysis for Social Work Research

SW 965 Social Research Methods for Social Services

SW 966 Dissertation Seminar

SW 971 Doctoral Seminar in Clinical Practice I

SW 972 Empirical Clinical Practice

SW 973 Comparative Models of Intervention

SW 974 Issues in Clinical Social Work Practice

SW975 Theory, Research and Clinical Practice

SW 976 Ego Psychology and Clinical Practice
SW 977 Theory, Research and Clinical Practice with Couples and Families

SW 978 Ethnicity, Race, Gender & Class: Theory, Models and Research in Clinical Practice

SW 980 Social Planning Theory

SW 981 Social Planning Models: Congruence and Evaluation

SW 982 Participatory Dynamics of Social Planning

SW 983 Organizational and Service Delivery Issues in a Specified Social Welfare Domain

SW 984 Planning for Specific Intervention Domains II

SW 992 Correlation and Regression
Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement

CONTINUING EDUCATION

The Office of Continuing Education offers workshops, seminars, institutes and mini-courses in a wide variety of subject areas for human services professionals. Continuing Education credits associated with these offerings are applicable to Massachusetts Social Work Licensing requirements. Advanced training certificate programs are also available.

INFORMATION

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.



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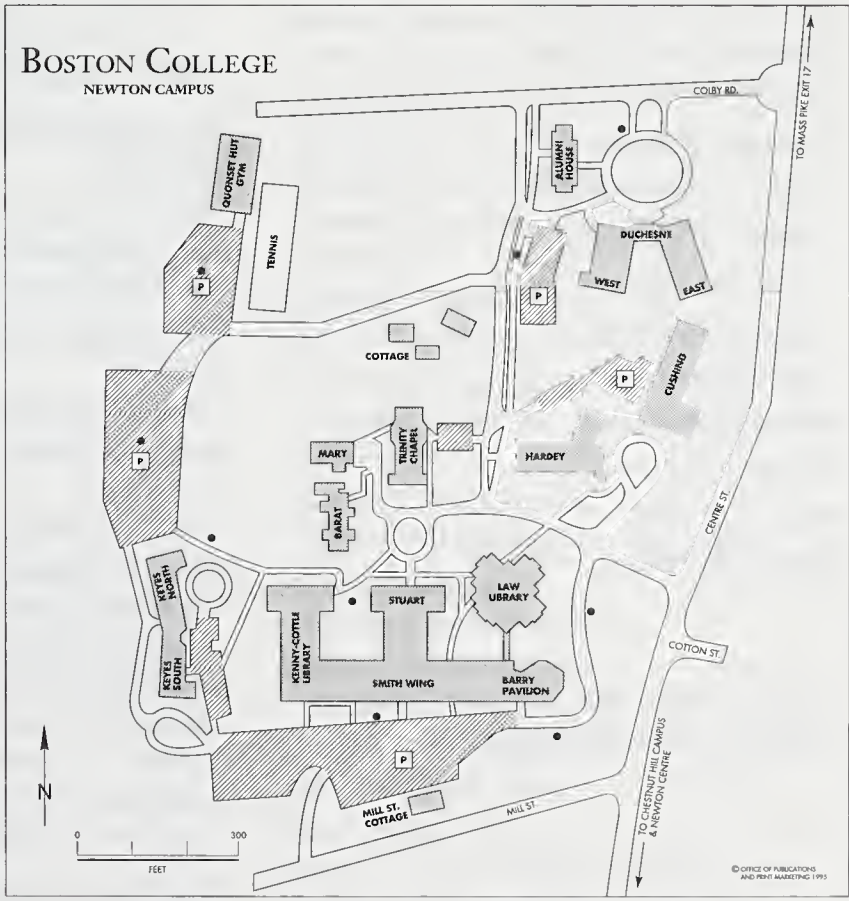
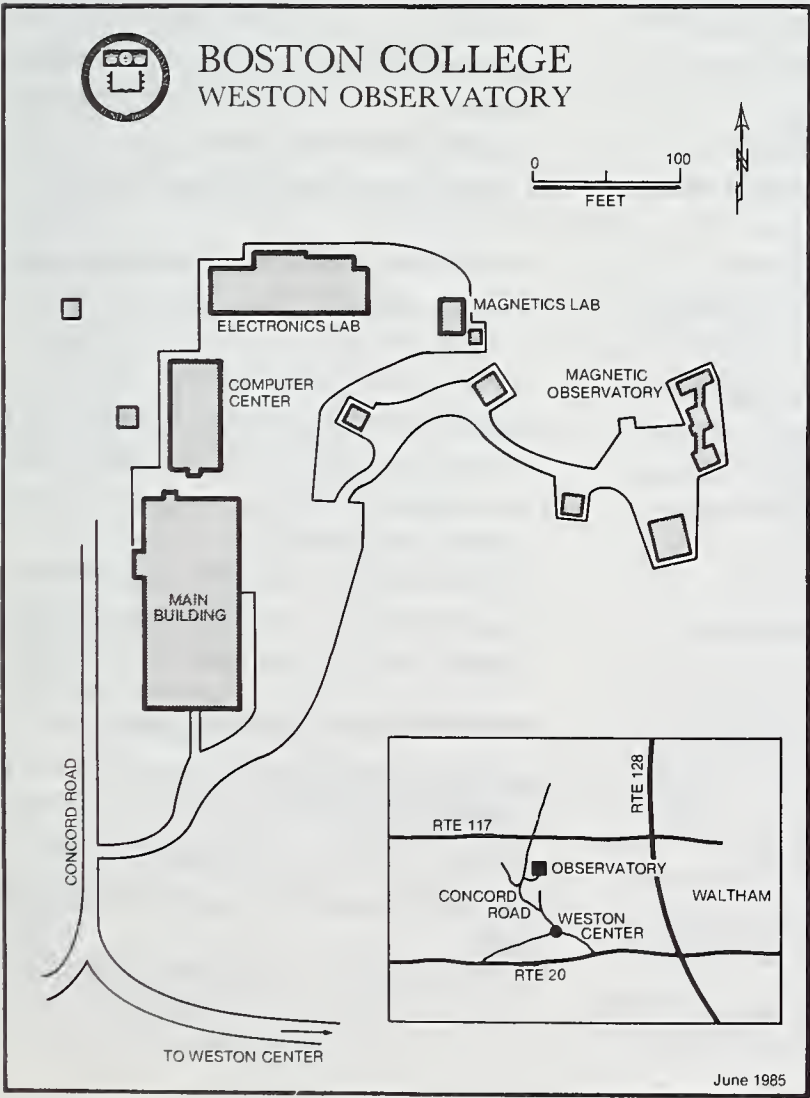
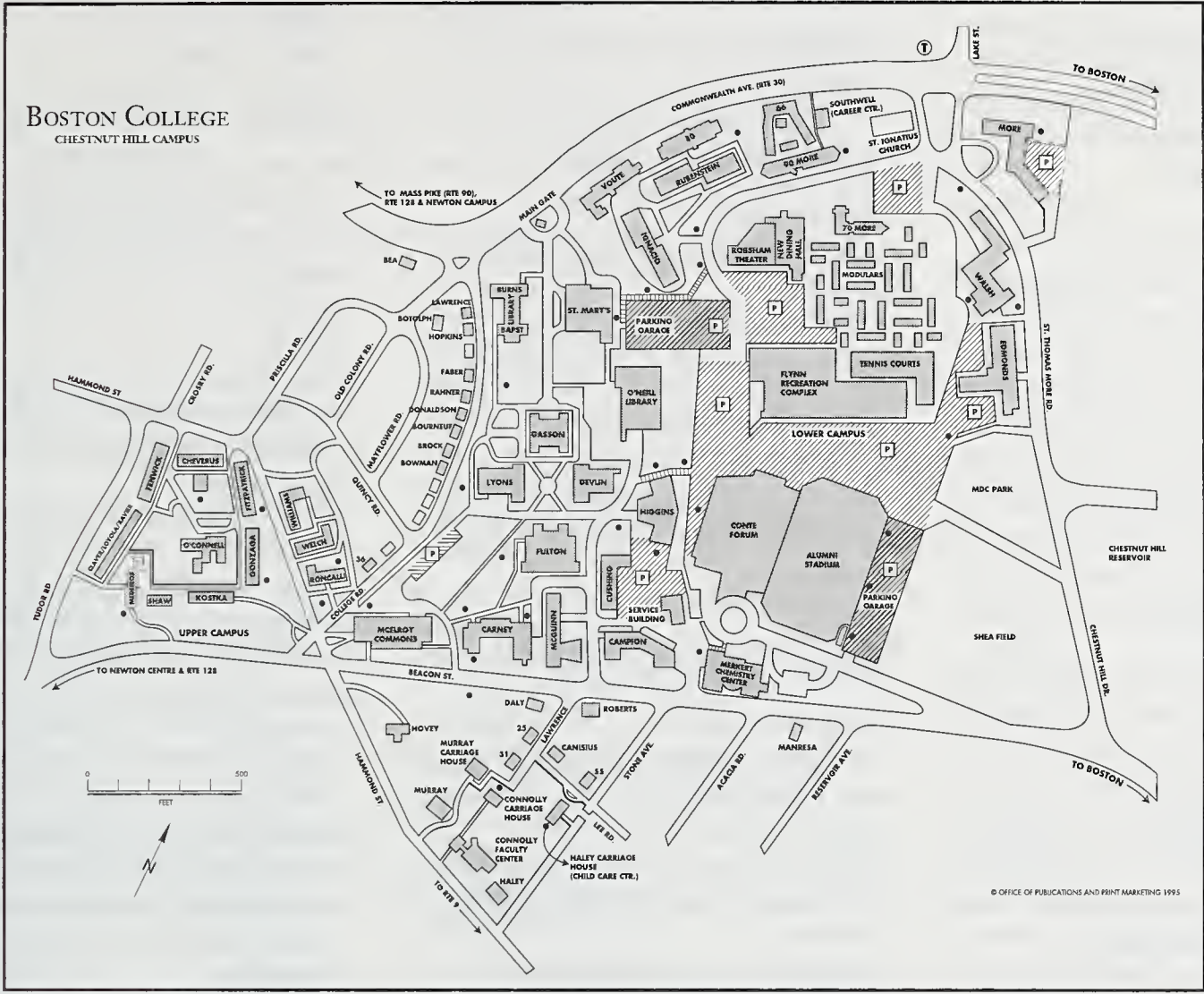
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First Semester

August 9	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for September graduation
August 26	Monday	Classes begin for second and third year law students
August 28	Wednesday	Classes begin for first year law students
September 2	Monday	Labor Day
September 3	Tuesday	Classes begin
September 4	Wednesday	Faculty Convocation
September 9	Monday	Drop/Add period ends
September 27 to September 29	Friday to Sunday	Parents' Weekend
October 14	Monday	Columbus Day—no classes
November 15	Friday	Graduate registration period for spring 1997 begins
November 19	Tuesday	Undergraduate registration period for spring 1997 begins
November 27 to November 29	Wednesday to Friday	Thanksgiving holidays
December 2	Monday	Last date for official withdrawal from a course or from the University
December 5	Thursday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 10 to December 11	Tuesday to Wednesday	Study days—no classes for undergraduate day students only
December 12 to December 19	Thursday to Thursday	Term examinations

Second Semester

January 6	Monday	Classes begin for all law students
January 13	Monday	Classes begin
January 17	Friday	Drop/Add period ends
January 20	Monday	Martin Luther King, Jr. Day—no classes
February 13	Thursday	Last date for graduate students to sign up for May 1997 graduation
March 3 to March 7	Monday to Friday	Spring Vacation
March 27 to March 31	Thursday to Monday	Easter Weekend—no classes Holy Thursday, Good Friday, and Easter Monday (except classes beginning at 4:00 p.m. and later)
April 9	Wednesday	Graduate registration period for fall and summer 1997 begins
April 9	Wednesday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
April 11	Friday	Undergraduate registration period for fall 1997 begins
April 11	Friday	Last date for official withdrawal from a course or from the University
April 21	Monday	Patriot's Day—no classes
May 1 to May 2	Thursday to Friday	Study days—no classes for undergraduate day students only
May 3 to May 10	Saturday to Saturday	Term examinations
May 19	Monday	Commencement
May 25	Sunday	Law School Commencement

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Graduate: Department Chairpersons

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Kathy Mundhenk, *Associate Controller* More 380
John Brown, *Collection Manager* More 380

Student Development

Robert Sherwood, *Dean* McElroy 233

Summer Session

James Woods, S.J., *Dean* McGuinn 100

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Stuart J. Hecht, *Chairperson* Robsham Theater

Theology

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